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THE LIBRARY JOURNAL

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READING—THE UNSOCIABLE ART
Harry Lyman Koopman

STANDARDIZATION IN WORK WITH CHILDREN
Carl Vitz

CHILDREN'S BOOKS OF THE SEASON

YOUNG PEOPLE AND BOOKS
Various aspects discussed by
Pauline Roy
Marie Rainey
Dorothy E. Newton
Marie Pinney

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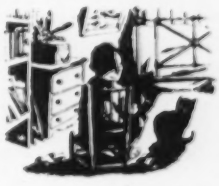

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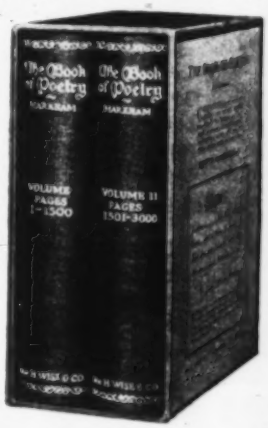

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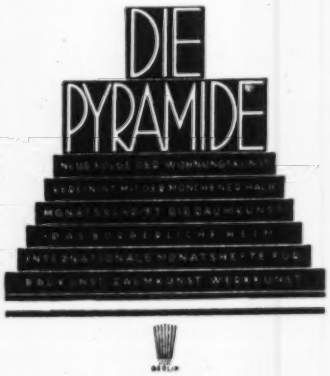

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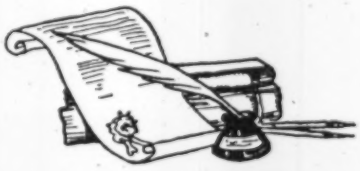

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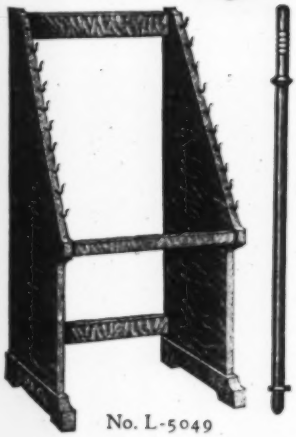

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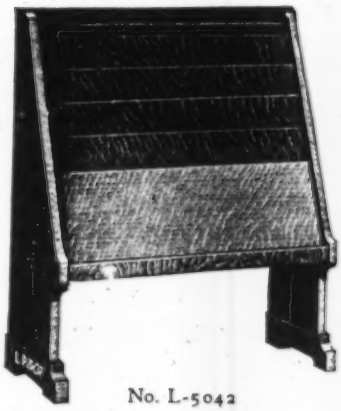

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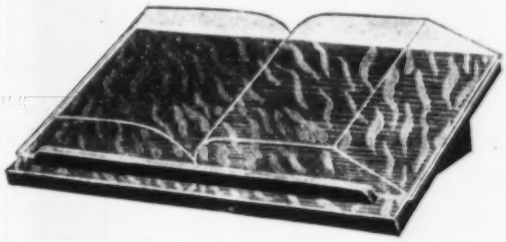

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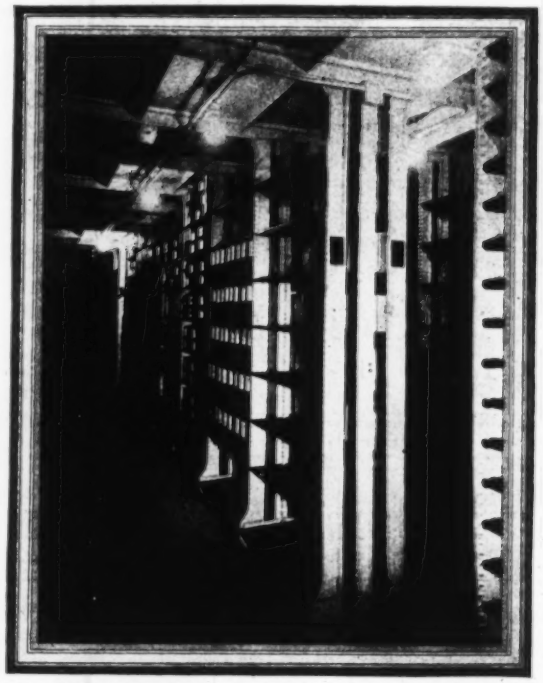

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READING—THE UNSOCIABLE ART

BY HARRY LYMAN KOOPMAN

Librarian of Brown University, Providence, R. I.

DURING the terrible storm which imprisoned Bret Harte's outcasts of Poker Flat, one of the number kept up the courage of his companions by retelling Homer's Iliad in the parlance of his hearers. His recital was founded on Pope's version and, tho he called the hero of the Iliad "Ash-heels," which, by the way, is very close to the French, he had no difficulty in holding his listeners spellbound. Thus, in the heart of the Sierras, Homer reappeared in his original role of minstrel or reciter, and the wrath of Achilles and its consequences found a heightened enjoyment in the hearts of the individuals from the reflected enjoyment of the group. Another more charming instance is afforded by Bret Harte's lovely poem, "Dickens in Camp."

Until that very short time ago when reading was transferred from a learned caste to the people in general this was the way in which literature found its public. Its enjoyment, like that of oratory or acting or music, was a mass enjoyment. Fundamental to this, however, is the fact that literature, like the other forms of art mentioned, enters our consciousness thru the portal of the ear.

Silent reading is historically a curious process. We have before us symbols that first were visual and intended to present images of objects or actions to our minds without regard to spoken words. Out of these images were developed symbols to represent the sounds of our speech as we talked about those same objects or actions; and so what we now read is a series of symbols that we translate into sounds, which we speak silently or suppress, and thus we all but return, in some cases actually return, to symbol reading. But, in so doing, we lose the great quality that makes literature what it is, namely, a composition in significant sounds.

Most print might just as well be only symbols. From the tables of figures in our newspapers representing yesterday's financial transactions, thru the advertising pages, the news columns, and much of the editorial page, all that meets our eyes might well be visual symbols. But there may be an editorial that rises to the dignity of literature. There may be genuine poetry interspersed, like oases amid these Saharas of silence, and these, the literary prose and the poetry, lose their character if they are not read aloud, or at least read silently with the inner sense of their sound.

The great lesson that Professor Hiram Corson of Cornell spent his life enforcing is the spiritual element in literature and its expression thru the human voice, such as those who have listened to Corson's own reading carry indelibly stamped on their memories. A generation of Cornell students had impressed upon them this philosophy of literature. But how many college students have gone forth into the world without the faintest inkling of the connection between literature and the voice!

Too often, indeed, public reading has been a series of elocutionary displays calling greater attention to the performer than to the author. Genuine reading aloud, however, leaves the reader out of the account. The listener is occupied only with the thought of the author as reborn into his own soul thru the medium of the human voice. It is the truth underlying this statement that makes the public in our days of newspapers, periodicals and books unsatisfied unless to these be added the human voice. Therefore we go to lectures, we hang on the lips of great orators on the platform or in the pulpit, and even in the case of literary men and women who may have no gift whatever of in-

terpreting their own written words, we go to their lectures, not merely, one would fain believe, out of curiosity, but also in the hope, not always realized, of gaining a new revelation of the writer's personality. We are bound to acknowledge that the producers of literature are not always their own best interpreters. Dr. Holmes and his grandson-in-law, Alfred Noyes, occur as examples of those who are. But how many, like Tennyson, have given a monotonous chant when the reader expected a genuine vocalization of lyric beauty or epic majesty?

There remains another element, which brings us back to our first illustration and our theme, namely, the social element.

George Gissing's ruminating solitary, Henry Ryecroft, made this confession: "I think sometimes, how good it were had I some one by me to listen when I am tempted to read a passage aloud." He then went on to console himself in his loneliness with the reflection that he knew no mortal upon whom he could invariably depend for sympathetic understanding. Of course, if he set himself an impossible standard of spiritual fellowship, he would doom himself to perpetual isolation. But all the great authors whom he had just been mentioning—Goethe, Scott, Shakespeare, Cervantes, Thackeray—are so universal that the sharing of them brings a higher power of enjoyment.

But the social element by extension brings us to the mass element. Many preachers, thanks to the radio, now address audiences vastly more numerous than the one before them. But who can imagine a preacher fired with his subject and kindling in his eloquence who was facing only the microphone? Even this is more likely than that his thousands of scattered hearers should be as deeply impressed as if they were all visibly together and receiving the tones of the orator thru the air instead of the ether. As scattered embers do not make a fire, so scattered listeners do not communicate to one another the warmth of enthusiasm or the glow of appreciation.

It is obviously not the place of the library to afford a pulpit for the preacher or even a platform for the orator. These ministers of light and leading are provided for elsewhere. But why should not the library furnish a reading-desk where genuine spiritual interpreters of literature may render its messages to assembled listeners with entire self-surrender to their authors and without the slightest interposition of their own ego. Indeed, it is possible to have such reading with comparatively little of what is thought of as elocution. The reader makes himself a kind of transparent auditory medium for bringing the written word to the ear of his listeners, and the listeners, sitting together, are surrounded with an atmosphere of admiration created by themselves in response to the reading. And this heightens the enjoyment of all. A friend of mine, after seeing the production of a modern play by readers, not actors, confessed that when he had read the play to himself it made no real impression. But he said that the voices transformed it, and we may be sure that it was inner voices that the author heard and recorded on his pages, whether or not he had the power of expressing them with his lips.

In furnishing vocal reading the libraries will be rendering a long-neglected service to a section of the public that has been overlooked in our library activities. Indeed, it may be said that the foundations of this neglect were laid by Gutenberg, who began to transfer the communication of thought from the ear to the eye. A considerable proportion of the public are what is called ear-minded, perhaps as many as are eye-minded, tho possibly a majority are sufficiently both to make either portal to the mind an accessible one. But those who are distinctly ear-minded have a hard time in their education, because, while they can understand what they read, they have all the time to be translating from eye to ear, which necessarily slows up their reading. Lectures in school or college appeal to them far more than textbook work. They remember what they hear, like the boy Walter Scott, who overheard a long poem read aloud and repeated it the next morning. It is these people who delight in public addresses and would far rather listen to a speaker for an hour than spend a quarter of an hour in reading the same words in print. Public reading has much more to give than a substitute for the printed page, but to those whose chief portal of the mind is the ear this primary service will be greatly welcomed.

What should be the rendering of the literature that our library readers ought to give their public? They will naturally pass over books that are merely informative, what De Quincey called the literature of knowledge. Their reading will be on the higher spiritual plane of the literature of power. Yet even in an oration by Burke or a book of *Paradise Lost* there is an informational, a factual, element that must have its due. In other words, on its lowest plane the vocal presentation must be clear and adequate.

Its most important service, however, will be interpretation, bringing out the inner meaning, the higher meaning, and this can only be done thru the modulation of the voice. There would be no objection to having the highest type of dramatic reading if it were available, but it is so rarely available that when attained it might raise an unpractical standard in the minds of

the public. Longfellow, after hearing Fanny Kemble's reading from Shakespeare, felt that Shakespeare's listening spirit must rejoice "to be interpreted by such a voice." But, in a much more widely known poem, Longfellow calls for a reading from some humbler poet, bids the reader, who was evidently a beloved member of his own household,

Lend to the rhyme of the poet
The beauty of thy voice,

and tells how the poetry of the heart, thus interpreted, will fill the night with music.

Without disparaging the importance of such dramatic rendering as Mrs. Kemble could give, one might prefer for the fireside a far simpler type of reading that should still be clear and interpretative. It is perhaps this less ambitious type of fireside reader whom we should seek to provide in our libraries as our vocal interpreter of literature. Indeed, we may think ourselves happy in finding such an interpreter, for it is infinitely better to have a good interpreter of this self-effacing kind than to have anything but the best of the more ambitious type.

If we do thus unlock our literature with the golden key of the voice, we may even create a new profession. Just as the telephone has in the case of many a young woman made her voice her fortune, or at least a valuable asset in gaining her livelihood, so we may discover in men and women about us a gift which society has for generations left unused, greatly to its loss.

I am therefore in all seriousness proposing that as many libraries as are willing shall make the experiment, not of providing lectures on literature, but of providing public readers who, with only the necessary amount of introductory matter, shall give their listeners the opportunity either to make or to renew their acquaintance with literature as a spoken art, and, not less, to enjoy this art as they enjoy that of the actor, the musician, and the orator, in company with others who, like-minded with themselves, are moved with one accord by the spell of the writer thus appearing vicariously in his true rôle as a vocal artist.

As an illustration of what might be done, tho it probably never has been, one might take Rossiter Johnson's "Little Classics" and read them from beginning to end with an audience; or the librarian might make his own list; or, again, if the reader be sufficiently capable, the choice might be left to him. Indeed, we now have an anthology that has actually been thus read to audiences by one of the most effective of living literary interpreters. Of course I refer to the *Copeland Treasury*. While we are casting about for means of adult education—and are sometimes tempted to go out of our library medium—suppose we go back to the beginning, take Homer for our pattern and test the capacity of our modern audiences to appreciate literature not as printed but as winged words.*

*Presidential address to the American Library Institute, May 28, 1928.

LIBRARY EXHIBIT AT A BOY SCOUT FAIR

When the Port Arthur (Texas) Boy Scouts held a fair to show their parents and the general public what they do, they invited the public library to exhibit. The reason for this was that the two organizations work together to a marked degree. The Reading Committee of the Boy Scouts holds its meetings in the office of the librarian and numbers her as one of its members. The library has a Scoutmasters' Shelf, where are placed such books as Smith's *Games and Recreational Methods* and Kephart's *Camping and Woodcraft;* it also has in its children's room what is called the Boy Scout section, where is kept practically all the fiction listed in Franklin K. Mathiews' *Books for Boy Scouts*, and it is ever ready to help scoutmasters and boys to find pictures of totem poles, instructions for archery, and the thousand and one things which they need to know. The Council in turn places in the library numbers of Merit Badge and other Boy Scout pamphlets and secures from clubs interested in boys donations of money for the Boy Scout and Scoutmasters' sections of the library.

For the Boy Scout Fair the library placed on exhibit a large number of posters, mounted copies of the various sections of the Boy Scout reading list, a few books chosen from each of these sections, a group of books and pamphlets on archery, also samples of wood used in making bows (donated by the Archers Co., of Pinehurst, North Carolina), and a number of pamphlets and books on miscellaneous subjects, with which scoutmasters need to be familiar.

The exhibit was felt to be a success, not because friends praised it, but because both men and boys in considerable numbers who "didn't know the library had books like this" later came to the library to get the books to which they had been attracted.

Mary Donaldson Wade, *Librarian, Memorial Library, Port Arthur, Texas.*

THE "LITTLE THEATRE" IN BOOK PUBLICITY

BY PAULINE ROY

Children's Librarian, San Francisco Public Library

A VERY effective way of advertising children's books has been developed in the Juvenile Room of the San Francisco Public Library.

Recently, two dolls, depicting story book tales, were lent to the Library by a publisher of children's books. As display cases seem so ponderous and uninteresting, some other safe but more unusual method was sought by which to display them.

With the thought in mind that nothing appeals more to boys and girls than the idea of a puppet show or of a theatre, one of the book shelves near the desk was lowered and extended; a slanting top and sides of rough boarding were added by the library page, and the stage was begun. Curtains of black sateen, scalloped with orange binding, covered the rough handiwork, and a piece of isinglass, fitted over the front, protected the contents.

The dolls were placed in their safe home against a background of poster paper, roughly painted to represent a toy shop. Maria Poppet, the London doll, was sitting demurely on the floor reading her "own little classic," while Pinocchio fell into the intriguing position of just wakening, over the back of a chair. The chair, just his size, was found after much searching in the toy section of one of the department stores.

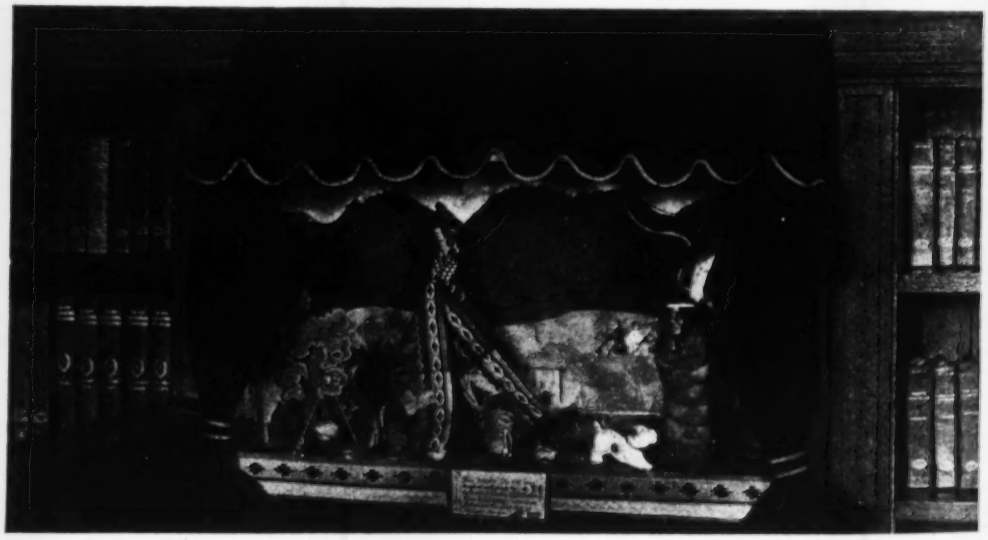
When the dolls were to be returned to their owners, something else was sought to fill the space. The figures of the *Playbook of Robin Hood* and the *Playbook of Troy* (Harper's, with the detachable covers of the books for the background, served admirably.

Now the juvenile patrons themselves have become interested in filling their theatre. By twos and threes they are banding together and are arranging scenes. Two little girls and their brother have just completed an Indian village. It is an imaginative setting for an Indian Chief doll and canoe belonging to the Library. To connect this idea with books, a special list of Indian stories is being distributed.

A group of campfire girls is arranging a model camp, while some of the boys are planning an exciting football scene. In fact, the theatre is very well booked for the coming season.

The teachers have asked to be allowed to work out projects in their classrooms, and the Playground Commission has expressed a desire to exhibit a model playground. By this means, another binding tie has been created between the Library and the schools.

This small theatre, erected at practically no expense, has given greater pleasure to the children than any other advertisement used in the Juvenile Room.



BOOKS IN A HOSPITAL FOR CRIPPLED CHILDREN

BY MARIE RAINEY

Librarian at the Gillette State Hospital, St. Paul, Minn.

In the Gillette State Hospital for Crippled Children the library is a clearing house for hopes, fears, ambitions, anticipations and dreads. It is the sounding note of a future for hundreds of crippled girls and boys. It is a therapeutic reliance for the medical routine. It correlates with the educational system. The library does many, many things to break down the natural barriers which as a rule exist between the patient and hospital.

There is no substance left in the argument that a library is not the most living unit in any hospital. The library, if properly run, entices any patient back to normal. With a library and what it offers, a patient may find for the first time since entering hospital that he is being himself. With a certain amount of browsing, he may "chance onto" a book that gives him the much-needed conviction: "I may be a hospital patient, but I live and love just the same."

Thru the library of this hospital book service is carried to the medical branch, the nursing staff, to hospital employes, to the out-patient department, and—most vital of all—the children. These patients, always in number between two hundred and forty and two hundred and fifty, are classed by the librarian as the up-patients and bed-patients.

The success and the results of any hospital library are measured by how fully it meets with the demands made upon the librarian and her shelves. Quite natural is it, however, that each library has a goal to be reached unlike any other library. If the object of a library is to stimulate a search after knowledge, a love of literature, an interest in the arts and a thirst for understanding of them, then the room we call our library fulfills its mission. We may not carry on according to convention or precedent, but what does it matter? We get results.

In this hospital, the library's one object is to use any possible device to attain a complete sympathy and easy understanding between the librarian and the children. The library is not a school room in any sense, and the informality is often so disquieting that the librarian wonders if perhaps when radio dies out a little, someone won't invent a librarian device for answering two questions at once.

A hospital library needs, more than anything else among its tools, a real librarian, not one to buy books, mend books, and circulate them, but one who guides reading and inspires the patients with a wise understanding. She must radiate personableness. She must study her patients and in due time know the healing values behind her pages. Indubitably, the varied diet in reading finds its recuperative values, just as the doctor-prescribed diets aid in the patients' physical welfare. It is not unheard of that hospital patients as a result of the reading habit, find a place for something which means their future livelihood. The strong mental powers, derived from the habit of good reading, certainly will not go amiss. If there were more guidance in reading, there would be fewer "square pegs in round holes," and in reading more about others, we are only finding out more about ourselves. In the library, without proper help in children's reading, very little can be accomplished.

Without guidance in the selection of books, any able-minded adult shudders at the thought of the future of our young readers. Tho this vastly changing old world is becoming more complex every day, the fact still remains that the news-stand, the movie, the neighborhood black-sheep, are still existing powers in the lives of our children. More than ever children's reading should be supervised, in many cases influenced. The reading public of tomorrow depends almost wholly on the browsing, oblivious young people of today. Book Week, tho only a few years old, has been the most successful advertising agency we have encountered as an impulse for better reading. It seems with a whole week set aside to think books, talk books, and act books, no child could face his next reading year without a flare of imagination. To catch one flare in any child is all we need. No festive days, no celebrated seasons, can carry half the sway, can arouse half the interest. No other activity can create such an "attention getting device" for children, as can Book Week.

The library treatment at Gillette is started by book chats, introducing to various groups the most appealing characters with both up-patients and bed-patients. The "character talk" is followed by a little "author talk." After this continues for two or three weeks the librarian always meets with a few inquiries, such as "where can I find Tom Sawyer?" "Have you got the book about the Pope and his Mule?" "Any pictures in the book 'Smoky'?" etc. This is the time to make all patients familiar with the library and its tools, to introduce every possible device by which they may obtain knowledge:

classification, subject index, author file, title file. All these make friends with the children. After a routine practice in "how to find" and a thoro understanding of the usage of the three sets of reference encyclopedias, the library belongs no longer to the librarian, but to the children.

What we make children feel a part of is far more important than what we thrust upon them for learning. There is little accomplished until the child knows his library and how to find what he knows to be there; that is to say, that altho the information is there, it is usually in such form or such a place that it is not being used.

Regular class work with a definite school period is carried on in the library for up-patients, and with the bed-patients in the wards, the library work is done by the aid of the library carts and socialized chats from the librarian. Book reviews, monthly magazine reports, story hour, dramatization, and our priceless project plan, have been the mediums thru which the children have attained their love of reading. In no place in the child's world is tediousness so alleviated, is complete happiness so indulged in, is bewildered wonderment so loved, as in the children's library at Gillette State Hospital. From all library projects comes a really remarkable instinct to find out as much as possible on that particular subject.

I shall as an example use our class project called superstition. We all know that one of the oldest human instincts is fear and today we are told to break down this great barrier which prevents our natures from being what they are and doing what they will. Almost before man's thought, thunder sent him scuttling into a cave.

Not only did we touch on "broken mirrors," "black cats," and "unlucky 13's," but we found that the horse shoe is lucky, because it resembles the old crescent moon. Such questions as "Is the Crescent Moon the moon we see all the time?", "Is the horse shoe made of iron?", "Who used it?" etc., arose and were answered. On further search, the children found that the iron horse shoe was in early ages a symbol of luck with the Chinese, who have a string of crooked nails around the neck of a child to ward off danger. Iron was regarded as a protection against bad luck.

The class covered all that could be found in the library about the good and bad luck of omens,—I think thirty-one in all,—and there was no such thing as a feeling of fear for anything or anyone when they found in so many places the fact that, because of early superstition, the fear we as a rule possess is falsely created, and, in most cases, bad for us.

Book reviews are given before the class and with the informality of everyone being privileged to ask questions. This brings out the different likes and dislikes, opinions and preferences. It always arouses keen interest on the part of the listeners.

The monthly magazine articles are given to all children over twelve years of age. From this has come a host of informing subjects in the lines of science, invention and politics. They usually find a topic of interest and read until they have obtained all they can find on that particular subject in the library.

Story hour has its place in every child's life, whether in school, hospital or library. No child should be deprived of it. In Bone's *Children's Stories and How to Tell Them* we are told that the children in story hour look before all else for something which comes from the teller, an intimacy of relation between the teller and the children. There exists a rather spiritual closeness which reading from the pages inevitably lacks. The story teller receives a genuine response from all children as she freehandedly tells her story, looking directly into the eager eyes of her audience. For the stupid, lazy or unambitious child, story hour knows no equal.

Dramatization, when discriminately and intelligently handled, is far the most potent stimulant in making any child receptive to the habit of reading. The librarian feels that no character from the book world, tho read several times, really lives until that child has been a part of the story. Such an outlet for spontaneity, such imagination, such embedded natural talent unearthed!

A crippled child usually comes from a community where he has been a spectacle, perhaps the only cripple in the neighborhood, or town, and he has not dared to suggest that he join a dramatic club for fear of one of two things happening: either he may be repulsive to the other boys or girls, or he shall be "pointed at" and sympathized with—one as bad as the other for the betterment of a physical handicap. But thru the library activities of a hospital, that child is taught his device to fit him for becoming an economic asset to this community.

For these dramatizations the group will read a book, dramatize it, make a stage setting, make costumes and act it for the whole Hospital. They read about a castle, draw a plan, make a model of it, even to the belted knights and beautiful ladies which are carved from soap, painted and dressed according to their time. I defy anyone to say that any place on the face of this mass of rock and water there exists a group of children more creative by nature, or more imaginative in mood than the patients of the Gillette Hospital for Crippled Children in St. Paul.

STANDARDIZATION IN WORK WITH CHILDREN

BY CARL VITZ

Librarian of the Toledo (Ohio) Public Library

POSSIBLY the dean of university presidents today, is Dr. Charles F. Thwing, president-emeritus of Western Reserve University. It was my good fortune, now many years ago, in class room and in chapel to hear Dr. Thwing expound on many problems of life and often to hear him answer a profound question with an even more profound *Yes* and *No*.

Standardization and organization, or the dividing into departments,—are they a help or are they a hindrance in work with children? My answer to this question is equally profound, *Yes* and *No*, that is, they are both hindrance and help. Departmentalization is a hindrance in that every division of work, whether it be of space into rooms, of books into collections or of personnel into staffs, erects barriers, often but slight ones yet barriers to the most complete use of the whole. Likewise with standardization, with the setting up of rules there is the danger that we become too rigid, too inelastic, and fail to meet promptly changing situations or the needs of the exceptional borrower.

With the large numbers of people of all kinds whom we serve, and with the thousands upon thousands of books in our collections, if we did not break them up into manageable groups, our library machine would break down or at best function most sluggishly. An absence of barriers obtained at the cost of a slowed down service and a reduced expertness would benefit users but little. Without standards our work would become so uneven, so uncoordinated and so inferior in quality that it would not be worth the doing, and with standards no longer suited to today we also fail.

As President Garfield, said of Mark Hopkins, the following oft quoted words: "My definition of a University is Mark Hopkins at one end of a log and a student on the other," so also we might say that the best children's room is any great collection of books made available and interpreted to one superlatively lucky child by, let us say, Miss Effie L. Power, or by any one of the many wise heads of children's departments. Certainly under such Utopian conditions there would be no barriers shutting the child away from anything needful.

But in these days when a University is small unless it can boast an enrollment of ten thousand, and when libraries with circulation figures exceeding the million mark have ceased to attract attention, our only way to bring the benefits of the wisdom, leadership and creative energy of our able teachers and librarians to the multitude that cry for them is by organization and standardization. Our cue then is to accept them as necessary—necessary evils if you choose—to develop them as wisely as possible, and to understand and obviate their shortcomings as best we may.

Now what are some of these hindrances, these barriers which we have erected to the fullest, freest and wisest use of our libraries? In listing these barriers I do not wish even for a moment to be thought to suggest that you have failed to recognize any of them or failed to reduce them as far as this may be possible, rather I would catalog them so that we may have a systematic and complete view of our difficulties and be stimulated to a discussion, sharing such solutions as we have found helpful or perchance even to hit upon a new one.

Perhaps we can list these difficulties under a number of heads.

1. Those relating to a breaking up of the collection of books.
2. Those relating to a separation into rooms.
3. And those relating to a division of the staff.

It is well to remember that these difficulties are all due to increase in size. In the village library, or in the not too large branch library, they are almost as non-existent as in our ideal university, or the library of which we have just drawn such a beautiful picture; but when growth has reached the point where the work of the library is spread over several floors and is divided into many divisions, there is a complexity which tends to sectionalize the use of the library, even when it does not altogether bewilder and discourage the young mind or the unaccustomed adult.

Any division of the book collection into parts has a tendency to restrict its use to one of these parts. Where a portion is set aside for the sole or special use of children, this group is apt to find itself cut off more or less from the larger part of the library and the value that it contains.

It needs to be admitted at the start that this barrier is in part an intentional one, and perhaps a desirable one for the younger children coming to the library. At what age, however, we should set an upper limit is another problem. There is disagreement as to a desirable theoretical age when a child begins to reach out and require treatment as an adult in some phases of

his development. An even greater variation is due, however, to the fact that the mental age of the child by no means coincides with its physical age and that it is common for children to show precocity in one direction or another rather than in an all round advanced development.

Children's librarians seem to be agreed that great effort should be made to bring to the child, as soon as it is ready for it, anything that the library possesses of value to him. The question that arises, however, is whether in actual practice the theory is successfully lived up to, or whether difficulties incident to a division of resources are not such as frequently to defeat this good intention.

Methods suggested are various. Some libraries advocate that the child, any child, be permitted to use the entire adult collection or designated portions of it without much effort at supervision of this portion of the child's reading. Such a plan, especially if current fiction be omitted from the permitted area, is simple to carry out, and seems to work well in many smaller libraries and in branch libraries. In fact some of the places where it is being tried report that children show but little inclination to wander away from the books primarily chosen for them, and that in fact many of an age older than the arbitrary year or grade set for transfer to the adult department, continue their use of the children's room by preference.

Such a result is not surprising. We are all familiar with the human failing which regards the forbidden as desirable, and perhaps the chief merit of this plan is that it omits or reduces the amount of forbidden fruit and by the same token eliminates the desire for its consumption. Moreover, if the books for a children's department are properly chosen, and I believe that one of the praiseworthy features of our children's work of today is the skill shown in the choice of books, the proof of this skill should be evident in a body of satisfied users.

At this point, I may permit myself to be amused at the undue value we attach to the letter "J." We hold a book in our hands, any book, and it is a book with its inherent values and potentialities. It may serve any number of purposes and people. But once we put upon its back that fish-hook letter, its character is changed. It ceases to be of value to any except a special group. This same magic influence seems to reside in the letter "R" which seems to bring about a similar sort of sea change in the book, a new attitude of mind in the librarian. You all know how all but impossible it is to convince an adult borrower that somebody's outline history of art for boys and girls is just the sort of introductory, birds' eye view that he wants. Altho we continue to use these letters because of their undoubted convenience, don't let them narrow our vision of the possibilities in our books.

Some libraries attempt to meet the problem by the development of a so-called standard library comprising the high water marks of all literature. Certainly any child eager to read our great literature is to be encouraged. I am afraid, however, that the usual collection of standards *en masse* is as uninviting to children as it is to adults and that by thus setting them out and apart we reduce the usefulness of the books rather than help the child.

By far the most common method to meet this difficulty is by displaying a group of books, larger or smaller, chosen for their special appeal or their special value to young people. This may be a large display rack or conveniently located shelves with books under a caption "Books for Older Boys and Girls," into which the children's librarian or the worker with adults, or both in co-operation, may place books (with or without the letter "J" on their back). Experience shows that such shelves are freely resorted to by the group it is sought to reach.

A more ambitious experiment, an alcove or even a separate room has been tried out to serve as a mid-way station between the children's department and the adult. My own personal reaction to a separate room or separate permanent collection between these two is a questioning one, altho in the educational field we do have the precedent of the junior high school between the grade school and the senior high school. Rather the solution should be to make the transition directly from the children's collection, to make it gradual and to spread it over considerable time.

The adult department should never seem a forbidden land, but rather a vaster and more difficult country, a land of promise which some day may be explored. Meantime, many of its fruits can be brought into the land of childhood, little excursions into it can be arranged for the youngsters and those older and more dependable may even be permitted to go on hikes "on their own," without danger of being lost, if the highways have been properly marked.

One of the contributions to library work that children's librarians have made has been their emphasis on and advocacy of work with the child as an individual. This same individual attention to the borrower was characteristic of our older libraries in the days when the scholar librarian served his few scholarly and student users. In the development, however, of the modern public library our success in reaching the multitude has led to a partial neglect of

this important principle. Fortunately work with children revived or kept it alive. Now we see increasing thought given on the adult side of the fence to this same problem. The children's librarian can continue this acquired skill on behalf of the younger reader beyond her own collection. She may secure from the adult collection the books needed either with a particular child in mind or for chance or guessed needs of a group. The geography of the building may make this the easier and more obvious solution, a solution, however, better adapted to the lower rather than the upper range of age.

This procedure, as also the classing of adult books as children's books, is an excellent practice, but it is not enough. There is a value also in a contact with a collection chosen with adults in mind. That age which likes to be called "old men," where grade school in dress and sports apes the high school and the high school boy hopes to be mistaken for a college man, reaches out for and requires at least some approach to a normal adult environment. The growing human being has a remarkable faculty, as has the plant growing in reasonably favorable conditions, of extracting from his environment the elements needed for growth. I believe we should have more faith in this faculty.

As an alternative the child may be referred to the adult department perhaps with a note or card of introduction or by telephone, or perhaps accompanied in person or he may be sent to some member of the adult staff chosen because of her understanding of the needs of this group.

To summarize, we must presuppose either a substantial knowledge of the adult collection on the part of the children's librarian, or on the part of the workers in the adult department, and understanding of child psychology, of the needs of young people, their interests and the curriculum of the school. Indeed, as our libraries are growing this problem of knowing a collection thoroly enough and intimately enough in order to fit it to the user is becoming an increasingly complex one. This, combined with the growing urge to give individual service, is resulting in the creation of departments on subject division lines. This both complicates and simplifies the problem for the children's librarian. Complicates it because she must serve as a liasion officer between her young client and a group of specialists, all, of course, competent but differing widely, perhaps in ability to co-operate sympathetically. On the other hand, it simplifies the problem as she knows that her future Edison will have the benefit of a specialist in the field in which a precociousness of interest is shown. For the child of all round early maturity or advanced appreciation in the fields of culture and literature, the solution would seem to be similar to those already tentatively worked out by many of the larger libraries for the frequently as helpless adult general borrower. Such devices are general information desks, readers' advisors and popular general collections. I wonder whether it is too Utopian to look forward to the time when our libraries in addition to their special departments will have one attractive, accessible room open to all of its borrowers, whether eight years old or eighty years young, in which all the books are quality books and yet all known to possess some real element of interest today. They need not necessarily appeal to the multitude but all should have in them power to inspire, to stir the imagination, to release possibilities. Such a collection would include, of course, a generous selection of fiction of all time. Books of biography and history would be present in large numbers and other classes in lesser degree. Effort should be made to include the unusual and the little known but worth while books. Recent books should be promptly tested with this use in mind and as promptly added. It should be a room in which one can be sure of finding a worth while book for a definite mood or need of growth, and where one may stumble upon unsuspected but none the less great treasures. In short it would be a browser's room.

The floor plan of a library often creates barriers. Where a librarian is in the fortunate position of planning a building much can be done to minimize difficulties and to make possible the easy use of the whole library as one unit. To bring this about the children's room should be placed closely adjacent to the adult work, or where the institution is too large, to those portions of the adult collection with which contact is most vital. If a location side by side is not possible, placing it immediately below or above, with convenient stairways or elevators may be almost as satisfactory. Where, however, such relationship is not taken care of in the planning, the situation may be very bad indeed as with us in Toledo. We are occupying a building forty years old and planned long before the days of children's work. The children's room is on a separate floor with a separate outside entrance. Inside connection is difficult and indirect for the staff, and impossible for the public except as accompanied by members of the staff. The result is a separateness, inevitable but none the less unfortunate.

In the field of branch libraries the layer cake arrangement of the New York branches is more of a hindrance to the easy use of the whole collection than is the more typical floor plan of branches in those cities where ground space is not so precious. Indeed, many successful

branch libraries are essentially one large room with the entire space administered by one staff with certain members of the staff specializing in children's work and others in adult. In fact solid walls are not merely physical barriers, they also create psychological barriers in both users of the library and librarians. I would urge that where division of books or of staff along functional lines seems wise, the segregation into separate rooms be delayed as long as possible. By so doing some of the chief difficulties are minimized and delayed.

But I hear an experienced librarian say "What about the noisiness of the children and the comfort of adults?" Of course, these have been reasons in the past for a separation into rooms, and no doubt continue to be good reasons in many instances, but don't create barriers unless sufficient reasons exist for creating them.

One library suggests the plan of the exchange professorship—an interchange of staff members between the two departments. Valuable are the closer co-operation possible and a growing mutual understanding of problems and objectives and resources. The child in the transition period sees at least one familiar face in the group of faces in the new department, and the staff member is more ready to welcome and better able to serve the child when it comes.

A promising plan is the designation of a special assistant in the adult department to serve this age in both recreational and school needs. This makes more easily possible a close knowledge of the school curriculum and makes it possible to center at or distribute from this desk the larger part of this work.

A recent example of a school assignment in Toledo will perhaps be of interest in this connection as showing some of the difficulties where work is done by a group of specialists rather than by a generalist, if we may coin the word. A class of junior high age was given an assignment, each child to report on the mineral resources of a particular South American country. The result was rather uneven service, depending upon the department, children's circulating, reference, or technology, with which the child first came in contact, and the skill shown in transfer to another, if necessary; and just as much upon which collection of the four in any given case had the best material, for there was great variation in this respect.

Perhaps there is an analogy between library work and the medical profession. There still exists in isolated cases the general medical practitioner, but generally speaking, he is no more, and most of us mourn his passing. To be sure he was not greatly learned in his profession but we felt his friendly interest in us as persons. He really knew us and not some fraction of our anatomy. He may have been present at our coming, and somehow or other we thought of him as caring for us until our going. We looked to him to prescribe for ailments that were minor, or in case of life and death. But now we are in the days and hands of specialists, terribly efficient, but too busy to know us except for the fraction which they claim. They remember us only as their card index recalls us to mind.

And yet we cannot turn back the hands of the clock of time and must accustom ourselves to the ways of today, namely the co-operation of specialists who among them can bring a greater competence to bear upon our ills than could the friendly general old practitioner. Just as the mass to be known and the mass to be read in books and periodicals has forced specialization in the medical profession, so the same factors are forcing specialization on the library profession.

In this group of specialists the children's librarian, one of the first of the library specialists, plays a large part. If we may pursue our analogy still further her special field is that of pediatrics and she knows how to meet expertly the normal book needs of childhood, but knows also when to call in other specialists for consultation, and when to turn the case over to them, knowing that inevitably they will outgrow the needs of her specialty.

CARDS for the publications of the League of Nations similar in size and form to Library of Congress cards have been issued by the Publications Department at Geneva since last January. Each new publication is classified under section of origin, author, exact title, subject, etc. The card also contains the date of publication, price and official number of the document. The annual subscription is $5 postpaid. The cards of the Economic and Health Sections are also supplied separately at $3 each. Single cards are also obtainable at five cents apiece. This applies only to the cards of the Economic and Financial or Health Section.

The Librarian and the Book Work (Gravesend, England), hopes "to be able to make an interesting announcement regarding *The Library Encyclopaedia* shortly." The Encyclopaedia parts of which were in type before the war was halted in 1914 and a much more extensive project is now contemplated.

The Library Review (Dunfermline, Scotland), will, beginning with next year, cost $2.50 a year. Among the contributors to early issues will be Hugh Walpole, H. M. Tomlinson, Robert Lynd, Col. Mitchell, and a galaxy of librarians.

YOUNG PEOPLE'S BOOKS OF THE CURRENT SEASON

A

Abbott, Jane. *Harriet's Choice.* Lippincott. il. $1.75.

Adams, Harrison. *Pioneer Boys of Kansas.* Page. $1.75.

Adams, J. D. *Swords of the Vikings.* Dutton. il. $2.50.

Adams, Kathleen, and Frances Atchinson. *Book of Enchantment.* Dodd. il. $2.50.

Adams, Peter. *Cork Ship Models and How to Make Them.* Dutton. $1.25 (?).

Adams, R. G. *Pilgrims, Indians, and Patriots.* Little. il. $3.

Additon, Henrietta. *City Planning for Girls.* Univ. of Chicago. $1.25.

Ahlers, L. C. *Inspiring Lives of Sixty Famous Men.* Whitman. il. $1.35.

Alcott, L. M. *Little Men. Little Women.* Winston. il. $1.75. ("Treasure Shelf.")

—— *Under the Lilacs. Jack and Jill.* Little. il. $2 ea. ("Beacon Hill Bookshelf.")

Aldis, Dorothy. *Here, There and Everywhere.* Minton. il. $2.

Aldrich, T. B. *Story of a Bad Boy.* Sears. $1.25. ("Father and Son Lib.")

—— Same. Macmillan. 80c.; $1.25. ("Modern Readers' ser.")

Allen, E. L. *Model Airplanes.* Stokes. il. $1.50.

Allen, M. P. *Ghost of the Glimmer Glass.* Harper. il. $1.75 (?).

American Boy Adventure Stories. Doubleday, Doran. il. $2.

Anderson, Carl and Isaac. *Dusty: Story of a Dog.* Watt. $2.

Anderson, L. E. *Basketball for Women.* Macmillan.

Anderson, P. L. *Half-Pint Shannon.* Appleton. $1.75.

Andrews, Tailer, *comp. Animal Stories for Children.* Sears. 50c. ("Sears Juvenile Classics.")

Aris, E. A. *Little Sinbad, the Sailor. Three Bad Ducklings. Mystery of Cabbage-Patch House.* Gabriel. il.

Aspinwall, Marguerite. *Caravan Girls.* Century. il. 1.75.

——*Sea Girl.* Harper. il. $1.75 (?).

Asquith, Cynthia, *ed. Treasure Cave.* Scribner. il. $2.50.

Auslander, Joseph, and F. E. Hill. *Winged Horse Anthology.* Doubleday, Doran. $4.

Austin, Mary. *Children Sing in the Far West.* Houghton. il. $2.

B

Bacon, Peggy. *Mercy and the Mouse.* Macmillan. il. $2.

Baker, C. B., and E. D. Baker. *Four Little Rabbits.* Bobbs. il. $1.

—— *Pet Pony.* Bobbs. il. $1.

Baker, Margaret and Mary. *Water Elf and the Miller's Child.* Duffield. il. $2.

Baker, Olaf. *Panther Magic.* Dodd. il. $2.

Baldwin, May. *Rooni.* Lippincott. il. $2.

Barbour, R. H. *Adventures of Tom Marvel.* Appleton. il. $1.50

—— *Boys' Book of Dogs.* Dodd. il. $2.

—— *Fortunes of the Team.* Houghton. il. $1.75.

—— *Hunt Holds the Center.* Appleton. $1.75.

—— *Lovell Leads Off.* Appleton. $1.75.

—— *Substitute Jimmy.* Century. il. $1.75.

—— *Tod Hale on the Scrub.* Dodd. il. $1.75.

Barrie, J. M. *Story of Peter Pan.* Retold by Daniel O'Connor. Macmillan. il. $1.25.

Bartlett, A. C. *Game-Legs; Biography of a Horse With a Heart.* Wilde. $1.75.

Bartlett, R. A. *Log of Bob Bartlett.* Putnam. $3.50.

Baruch, D. W. *In and Out With Betty Anne.* Harper. il. $1.50 (?). ("Nursery ser.").

Beaman, J. G. H. *Seven Voyages of Sinbad the Sailor.* McBride. new ed. il. $1.

Bennett, C. M. *Mutiny Island.* Dutton. il. $2.

Bennett, John. *Pig Tail of Ah Lee Ben Loo.* Longmans. il. $3.50.

Berry, Erick. *Black Folk Tales.* Harper. il. $2.

—— *Girls in Africa.* Macmillan. il. $2.

Beskow, Elsa. *Aunt Green, Aunt Brown, and Aunt Lavender.* Harper. il. $2.25 (?).

—— *Olle's Ski Trip.* Harper. il. $2. (?).

Bianco, M. W. *The Candlestick.* Doubleday, Doran. il. $1.50.

Billings, Sherrard. *Talks to Boys.* Houghton. $1.75.

Birney, Hoffman. *Steeldust, the Story of a Horse.* Penn. il. $2.50.

Blake, Gladys. *Donna Isabella's Adventures.* Appleton. $1.75.

Bolenius, E. M., and M. B. George, *comps. Mother Goose.* il. by Gustaf Tenggren. Houghton. $1.75.

Bonner, M. G. *Magic Journeys.* il. by Luxor Macaulay. $2.50; $5.

—— *Miss Angelina Adorable.* Milton Bradley. il. $1.50.

Borski, L. M., and K. B. Miller. *Jolly Tailor.* Longmans. il. $2.

Boy Scouts, Three. *Three Boy Scouts in Africa on Safari with Martin Johnson.* Putnam. $1.75. ("Boy ser.").

Boyd, James. *Drums.* il. by N. C. Wyeth. Scribner. $2.50. ("Illustrated Classics").

Bovet, Pierre. *Child's Religion.* Dutton. $2.

Bowie, W. R. *When Jesus Was Born.* il. by C. B. Falls. Harper. 75c.

Braden, J. A. *Little Brother of the Hudson.* Harper. il. $1.75.

Braine, S. E. *Merchant Ships and What They Bring Us.* il. by Charles J. de Lacy. Dutton. $1.50 (?).

Brandane, John. *Treasure Ship.* Houghton. $2.

Bridges, T. C. *Young Folks' Book of the Sea.* Little. il. $2.

Brinkerhoff, G. I., and Celena Rowe. *Safety First Stories.* Longmans. il. 90c.

Brooks, Jonathan. *Jimmy Makes the Varsity.* Bobbs. il. $2.

Brown, A. F. *Lantern and Other Plays for Children.* Houghton. $1.75.

—— *Lonesomest Doll.* il. by Arthur Rackham. Houghton. $1.75.

Browning, Robert. *Pied Piper of Hamelin.* Dutton. il. $2.

Bryant, L. M. *Children's Book of European Landmarks.* Century. il. $2.50.

Bryant, S. C. *Gordon in the Great Woods.* Houghton. il. $1.25.

Bullard, Marion. *Travels of Sammie, the Turtle.* Dutton. il. $2.

Bunyan, John. *Pilgrim's Progress.* Winston. col. il. $1.

Burgess, Gelett. *Lively City o' Ligg.* Stokes. il. $2.50.

Burrows, Elizabeth. *Irene of Tundra Towers.* il. by James Daugherty. Doubleday, Doran. $2.

Burton, C. P. *Bob's Hill Meets the Andes.* Holt. $2.

Buttler, L. H. *Magic House.* Whitman. col. il. $2.25.

C

Campbell. *Dinkie Ducklings.* Volland. il. 65c.

Cantley, Helen. *Pussios and the Purr.* Carrier. il. $1.50.

Carrick, Valéry. *Tales of Wise and Foolish Animals.* Stokes. il. $1.50.

Carroll, Lewis, *pseud. Alice in Wonderland.* Whitman. $1.

—— Same. Lippincott. il. $1.50. ("Stories All Children Love.").

Carryl, C. E. *Davy and the Goblin.* new ed. Houghton. il. $2. ("Riverside Bookshelf").

Carter, R. G. *Patriot Lad of Old Long Island.* Penn. il. $1.50.

—— *White Plume of Navarre.* 3rd ed. Volland. il. $2; $2.50. ("Volland's Golden Youth ser.").

Cecil, E. *Adventures of Lafayette.* Whitman. il. $2.

Chaffee, Allen. *Linda's El Dorado.* Century. il. $1.75.

Chalmers, Audrey. *Stove Pipe Man and Sandy.* Morrow. $1.50.

Chalmers, Barry. *Boy Scout and His Law.* Macmillan. il. $1.25.

Chalmers, P. R. *Little Pagan Faun.* Houghton. il. $2.50.

Charnley, M. V. *Boy's Life of the Wright Brothers.* Harper. il. $2 (?).

Chatterton, E. K. *Daring Deeds of Sea Rovers.* Lippincott. il. $2.50.

—— *King of the Air.* Lippincott. il. $1.75.

Cheley, F. H. *Boy Riders of the Rockies, or Camping on Top of the World.* Wilde. il. $2.

Chesser, E. S. *Youth: a book for Two Generations.* Dutton. $1.50.

Chesterman, Hugh. *The Old Spot.* Appleton. il. $1.25.

Cheyley, F. W. *Boy Riders of the Rockies.* Wilde. $2.

Cheyney, E. G. *Matu the Iroquois.* Little. il. $2.

Chidsey, D. B. *Bonnie Prince Charlie.* John Day. il. $3.50.

Chilton, A. W. *West Pointer's Honor.* Harper. il. $1.75.

Choate, Florence, and Elizabeth Choate. *Little People of the Hills.* Harcourt. il. $2.50 (?).

Chute, A. H. *Crested Seas.* Sears. $1.75.

Clarke, Covington. *For Valor.* Reilly. $1.50.

Claudy, C. H. *Gold He Found.* Appleton. $1.75.

Clegg, Ernest. *Map of Lindbergh's Flights.* John Day. col. $2.

Clément, Marguerite. *Where Was Bobby?* col. il. by Maud and Miska Petersham. Doubleday, Doran. $2.

Collins, A. F. *Boys' and Girls' Book of Indoor Games.* Appleton. il. $2.

—— *Boys' and Girls' Book of Travel.* Revell. $1.75 or $2.

—— *Fun With Figures.* Appleton. il. $2.

Conner, Sabra. *On Sweetwater Trail.* Reilly. il. $1.50.

Cooke, G. M. *Fortunes of John Hawk.* Century. il. $2.

Cooper, F. T. *Little Gold Nugget.* Stokes. col. il. $1.

Cooper, J. F. *The Prairie.* Macrae Smith. il. $1.50. ("Fairmount Classics").

—— *Pathfinder.* Minton. il. $2.50.

Coussens, Penrhyn, *comp. Child's Book of Stories.* New ed. col. il. by Jessie Willcox Smith. Duffield. $3.50.

Craine, E. J. *David, the Incorrigible.* Rae D. Henkle. $1.75.

—— *Mystery of Seven Gables.* Penn. il. $1.75.

Crandell, H. H. *Little White Cotton.* Stokes. col. il. $1.

Crew, H. C. *Trojan Boy.* Century. il. $1.75.

Crofts, M. H. *Our Jolly Holidays.* Gabriel. il. ("Put-Together Book").

Crothers, S. M. *Miss Muffet's Christmas Party.* new ed. Houghton. il. $1.25.

Crownfield, Gertrude. *Feast of Noel.* Dutton. il. $1.50.

Crump, Irving. *Boys' Book of Coast Guards.* Dodd. il. $3.

Crump, Leslie. *Pip, the Yellow Pup Sees the U. S. A.* Dodd. col. il. $1.

Curtis, A. T. *Little Maid of New Hampshire.* Penn. il. $1.50.

—— *Yankee Girl at Lookout Mountain.* Penn. il. $1.50.

Curtis, Kent. *Drumbeater's Island.* Appleton. $1.75.

D

Daglish, E. F. *Animals in Black and White.* Morrow. *Larger Beasts.* $1. *Smaller Beasts.* $1.

Daniel, Hawthorne. *Clipper Ship.* Dodd. il. $2.50.

—— *Red Rose of Dunmore.* Macmillan. il. $2.

—— *Seal of the White Buddha.* Coward-McCann. il. $2.

Darrow, Floyd. *St. Nicholas Book of Science.* Century. il. $2.50.

D'Aulnoy, Mme. la Comtesse. *White Cat and Other French Fairy Tales.* ed. by Rachel Field. Macmillan. $3.

Davis, E. V. *Magic Fiddle.* Lothrop. il. $1.50.

Dearden, Harold. *Wonderful Adventure.* Cosmopolitan. $1.25.

De Coster, Charles. *Legend of the Glorious Adventures of Tyl Ulenspiegel.* McBride. il. $3.50.

De la Mare, Walter. *Come Hither.* new ed. Knopf. il. $6 (?).

—— *and others. Number Six Joy Street.* Appleton. il. $2.50.

Dickens, Charles. *Boots of Holly Tree Inn.* Harper. il. $1.50 (?).

Dixon, W. M. *Cinderella's Garden.* Oxford. $2.

Dobias, Frank, *il. Picture Book of Flying.* Macmillan. $2.

Dodge, M. M. *Hans Brinker.* Winston. il. $1.75. ("Treasure Shelf").

Dombrowski, Baroness. *Abdallah and His Donkey.* Macmillan. il. $2.

—— *Boge the Elephant.* Macmillan. il. $2.50.

Du Bois, M. C. *Captain Madeleine.* Century. il. $1.75.

Dumas, Alexandre. *Count of Monte Cristo.* new ed. Dodd. il. $3.50.

—— *Twenty Years After.* Macrae Smith. il. $2. ("Rittenhouse Classics.")

Dunbar, Aldis. *Once There Was a Prince.* Little. il. $2.

E

Eastman, E. G. *Luck of Oldacres.* Century. il. $1.75.

Eaton, W. P. *Boy Scouts of the Green Mountain Trail.* Wilde. il. $1.75.

Eggleston, Edward. *Hoosier Schoolmaster.* Macmillan. 80c.; $1.25. ("Modern Readers' ser.").

Eliot, E. C. *Dryad and the Hired Boy.* Doubleday, Doran. il. $2.

Emerson, Caroline. *Hat-Tub Tale.* Dutton. il. $2.25.

Emerson, Edwin. *Adventures of Theodore Roosevelt.* Dutton. il. $2.50.

Evans, Hubert. *Derry: Airedale of the Frontier.* Dodd. $2.

Evison, Millicent. *"Good-for-Nothing Graysons."* Lothrop. il. $1.75.

F

Fairbairn, Barbara. *Little Pig Who Ate a Four-Leaf Clover.* Rand. col. il. $1.

Fairy Shoemaker and Other Poems. il. by Boris Artzybasheff. Macmillan. $2.

Farjeon, Eleanor. *Come Christmas.* il. by Rachel Field. Stokes. $1.75.

Farnsworth, F. J. *Baby Hippo's Jungle Journey.* Abingdon. il. $1.

Faulkner. *Little Peachling.* Volland. col. il. $1.25.

Ferris, Helen, *ed. Adventure Waits.* Harcourt. il. $2.50 (?).

Field, Rachel. *Eliza and the Elves.* Macmillan. il. $1.50.

—— *Little Dog Toby.* Macmillan. il. $1.

—— *Polly Patchwork.* Doubleday, Doran. il. 75c.

Finger, C. J. *Heroes from Hakluyt.* Holt. $3.50; $10.

Fisher, A. H. *Frolics with Uncle Yule.* Hale, Cushman. il. $2 (?).

Folmsbee, Beulah. *Guki the Moon Boy and Other Plays.* Harcourt. il. $2 (?).

Forbes, H. C. *Mario's Castle.* Macmillan. il. $2.

Forrester, J. L. *Door in the Mountain.* Macrae Smith. il. $1.75.

Fox, E. K. *Roller Bears and the Safeway Tribe.* Macmillan.

Fox, F. M. *Little Bear's Ins and Outs.* Rand. il. $1.25.

—— *Nancy Davenport.* Rand. il. $1.25.

Franchot, A. W. *Bobs, King of Fortunate Isle.* Dutton. $2.

Fuller, Halsey. *Halsey in the West Indies.* Putnam. $1.75.

Fulton, Reed. *Davy Jones' Locker.* Doubleday, Doran. il. $2.

Furniss, R. P. *Gay.* Harcourt. $2 (?).

Fyleman, Rose. *Princess Comes to Our Town.* il. by Erick Berry. Doubleday, Doran. $2.

—— *Round the Mulberry Bush.* Dodd. il. $2.50.

G

G'ag, Wanda. *Millions of Cats.* Coward-McCann. il. $1.25.

Gall, A. C., and F. H. Crew. *Adventures of Toby Spaniel.* Duffield. il. $2.

Garis, H. R. *Tuftoo the Clown.* Appleton. il. $2.

—— *Uncle Wiggily's Puzzle Book.* Burt. 75c. ("Uncle Wiggily's Bedtime ser.").

Garthwaite, Wymond. *Bread an' Jam.* Harper. il. $2. ("Nursery ser.").

Gillilan, Strickland. *Danny and Fanny.* Rand. il. $1.

Glover, J. L. *Children of Greycourt and Some Things They Learned.* Augustana Book Concern. 60c.

Grahame, Kenneth. *Dream Days. The Golden Age.* Garden City. ea. $1. ("Sun Dial Lib.").

Gray, E. J. *Tangle Garden.* Doubleday, Doran. il. $2.

Greenaway, Kate, *il. Dame Wiggins of Lee,* by John Ruskin. Dutton. il. $1.

Gregor, E. R. *Three Wilderness Scouts.* Appleton. $1.75.

Griffith, H. S. *Yes, Virginia.* Penn. il. $1.50.

Griscom, A. B. *comp. Peace Crusaders; Adventures in Good Will.* Lippincott. il. $1.50.

Grishina-Givago, N. *Sparrow House.* Stokes. il. $2.

Griswold, Latta. *Deering at Princeton.* Macmillan. $1.60.

Grober, Karl. *Toys of Bygone Days.* Stokes. il. $10.

Gruelle, John. *Raggedy Ann's Magical Wishes.* Volland. col. il. $1.25.

Gunterman, B. L. *Castles in Spain and Other Enchantments.* Longmans. il. $2.50.

—— *ed. Tartan Tales from Andrew Lang.* il. by Mahlon Blaine. Longmans. $2.

H

Hader, Berta, and Elmer Hader. *Picture Book of Travel.* Macmillan. il. $2.

Hall, L. K. *Jesus and a Boy's Philosophy of Life.* Association Press. 60c.

Hall, M. J. *Adventures of Mr. Scoodledo and Brother Rabbit.* new ed. Dodd. il. $1.25.

Hall, N. S. *Balloon Buster. Frank Luke of Arizona.* Doubleday, Doran. $2.

Hallock, G. B. F., *comp. One Hundred Choice Sermons for Children.* Doubleday, Doran. $1. ("Dollar Lib.").

—— *Three Hundred Five-Minute Sermons for Children.* Doubleday, Doran. $3 (?).

Hallock, G. T. *Boy Who Was.* Dutton. il. $2.50.

Hamilton, C. V. *Story of Steady and Sure.* Crowell. il. $1.50.

Happy Hour Books. Macmillan. col. il. 50c. ea. Titles: *Goldilocks and the Three Bears. Little Red Hen. Old Woman and the Crooked Sixpence. Golden Goose. Three Little Kittens.*

Harper, T. A., and W. S. Harper. *Kubrik the Outlaw.* Doubleday, Doran. $2.

Harper, Wilhelmina, *comp. Stowaway and Other Stories for Boys.* Little. il. $2.

Hasbrouck, L. S. *Those Careless Kincaids.* Century. il. $1.75.

Hawks, Ellison. *Boys' Book of Remarkable Machinery.* Dodd. il. $2.50.

Hawthorne, Hildegarde, *ed. Arabian Nights.* il. by Virginia Frances Sterrett. Penn. $5.

Hawthorne, Nathaniel. *Wonder Books.* Sears. il. $1.25. ("Sears' Il. Juveniles.")

Heal, Edith. *Robin Hood.* Rand. il. $1.75. ("Windermere ser.").

—— *Topaz Seal.* Laird. il.

Heath, Gertrude. *When All the Birds Begin to Sing.* Saalfield. il. $1.50.

Hendrick, E. P. *Cruise of the Sally.* Page. il. $1.75.

Heyliger, William. *Macklin Brothers.* Appleton. $1.75.

Hill, Helen, and Violet Maxwell. *Little Tonino.* Macmillan. il. $1.75.

Hill, Olive. *Our Cat.* Stokes. il. $1.50.

Hodder, Muriel. *Pax, the Adventurous Horse.* Viking. il. $2.

Hodgkins, M. D. H. *Atlantic Treasury of Childhood Stories.* new ed. Little. il. $2.50.

Hogan, Inez. *Sandy, Skip and the Man in the Moon.* Macrae Smith. il. $1.

Holland, R. E. *Dan's Worst Friend.* Benziger Bros. $1.25.

Holland, R. S. *Historic Airships.* Macrae Smith. col. il. $4.

—— *Splendid Buccaneer.* Lippincott. il. $4.

Holling, H. C. *Claws of the Thunderbird.* Volland. il. $1.50. ("Golden Youth ser.").

—— *Rocky Billy.* Macmillan. il. $2.

Howard, A. W. *Sokar and the Crocodile.* Macmillan. il. $2.

Howes, L. C. *Jane, Be Good!* Macmillan. $1.50.

Humphrey, Grace. *Father Takes Us to Boston.* Penn. il. $2.

—— *Story of the Janes.* Penn. il. $2.

Hurlbutt, I. B. *Little Heiskell.* Dutton. col. il. $2.

Hutchinson, V. S., *ed. Candle-light Stories.* Minton. il. $2.50.

Hyer, H. V. K. *Stories by Seasons.* Marshall Jones. il.

I

Irwin, Violet. *Short Sword.* Macmillan. $1.75.

J

Jackson, H. H. *Ramona.* new ed. Little. $2.50.

James, Will. *Smoky.* Library ed. Scribner. $2.

Jay, M. F. *By Rail and Trail.* Wilde. il. $1.50.
Jessup, Elon. *Boys' Book of Camp Life.* Dutton. il. $2.50.
Johnson, Gaylord. *Star People and Sky Movies.* Macmillan. il. $1.50.
Johnson, Hammel. *House of Many Stairways.* Appleton. $1.75.
Johnston, C. H. L. *Famous American Athletes of Today.* Page. il. $2.50.
Jones, Paul. *Alphabet of Aviation.* Macrae Smith. il. $2.
Joos, D. H. *Golden Prince.* Duffield. il. $2.
Jope-Slade, Christine. *St. David Walks Again.* Harper. il. $1.60 (?).
Jordan, C. B. *Tuckaway Twins.* Doubleday, Doran. il. $2.

K

Karibah, H. I. *Other Arabian Nights.* Scribner. col. il. $2.
Katzin, Olga. *Little Pilgrim Peeps at Parnassus.* Coward-McCann. $2.50.
Kelland, C. B. *Mark Tidd in Sicily.* Harper. il. $1.75 (?).
Kelly, E. P. *Trumpeter of Karkow.* Macmillan. il. $2.50.
Kelly, Raymond. *Me and Andy.* Laird. il.
Kelmin, Alexander. *Boys' Book of Aviation.* Coward-McCann. $2.50.
Kempton, K. P. *Boys' Trader Horn.* Simon. $2.
—— *Luck of the Blue Macaw.* Ives Washburn. il. $1.75.
Keyhoe, D. E. *Flying With Lindbergh.* Putnam. $2.50.
King, Marian, *ed. Mirror of Youth.* Longmans. $2.
King-Hall, Stephen. *Child's Story of Civilization.* Morrow. $3.
Kipling, Rudyard. *Kipling's Stories for Children.* Sears. $1.25. ("Sears' Il. Juveniles.").
Klickmann, Flora. *Flower-Patch Neighbors.* Stokes. $2.50.
Knecht, F. J. *Child's Bible History.* new ed. Herder. il. 25c.
Kneeland, C. A. *Smugglers' Island.* Houghton. il. $2. ("Riverside Bookshelf.")
Knipe, E. M., and Arthur Alden. *Cavalier Maid.* Macmillan. il. $1.75.
—— *Lost—a Brother.* Macmillan. il. $2.
—— *Patriot Maid and Other Stories.* Century. il. $1.75.
—— *Story of Old Ironsides.* Dodd. il. $3.
Krohn, Gretchen, and J. N. Johnson. *Scales of the Silver Fish.* Bobbs. il. $2.
Kunou, C. A. *Easy-to-Make Toys.* Bruce.
Kyle, A. D. *Crusaders' Gold.* Houghton. $2.

L

La Berge, A. J. *Speed Toys for Boys.* Bruce.
Lamprey, L. *Treasure Valley.* Morrow. $2.50.
Lang, Andrew. *Old Friends Among the Fairies.* Longmans. il. $2.
Langstaff, J. B. *From Now to Adam.* Harper. il. $5.
Lansing, M. F. *Great Moments in Exploration.* Doubleday, Doran. il. $2.50.
—— *Magic Gold.* Little. il. $2.
Large, L. A. *Little Stories of Well-Known Americans.* Wilde. il. $1.50.
Lea, John. *Donald the Daring. Nancy the Naughty.* Gabriel. il. 25c. ea.
Lear, Edward. *Nonsense Botany and Alphabets,* new ed. Warne. $2.50.
—— *and Others. Book of Nonsense.* Dutton. $1.50.
Leeming, Joseph. *Magic for Everybody.* Double-Doran. il. $2.
Lenski, Lois. *Little Girl of Nineteen Hundred.* Stokes. il. $2.50.
Leonard, S. A., and W. W. Theisen. *Real Life Stories for Boys and Girls.* Bks. VII and VIII. Macmillan.
Lesterman, John. *Pair of Rovers.* Harcourt. il. $2.
Lewis, T. N. *Lord's Prayer Painting Book.* Morehouse. 12c. ("Anglo-Catholic Child ser." 2nd ser.).
Lindsay, Maud. *Choosing Book.* Lothrop. il. $1.50.
Lippincott, J. W. *Long Horn, Leader of the Deer.* Penn. il. $1.50.
Lisle, Clifton. *Lenape Trails.* Harcourt. $2.
Livingstone, Katherine. *In Days of Old: Stories from the Bible.* Dorrance. il. $2.
Lofting, Hugh. *Doctor Doolittle in the Moon.* Stokes. il. $2.50.
Loman, Helen, and Marjorie Flack. *Taktuk, an Arctic Boy.* Doubleday, Doran. il. $1.75.
Longfellow, H. W. *Song of Hiawatha.* new ed. Stokes. il. $2.50.
Longstreth, T. M. *Sons of the Mounted Police.* Century. il. $2.
Loomis, A. F. *Walt Henley Overseas.* Ives Washburn. il. $1.75.
Lutz, E. G. *More Things to Draw.* Scribner. $2.

M

McCants, E. C. *White Oak Farm.* Longmans. $2.
McDonald, George. *Princess and the Goblin.* New ed. illus. by Elizabeth McKinstry. Doubleday, Doran. $2.50.
Mac Donald, Greville. *Count Billy.* Dutton. il. $2.50.
MacDonald, Z. K. *Bluenose Express.* Appleton. il. $1.50.
MacGowan, Alice. *Trail of the Little Wagon.* Stokes. $1.75.
McMillen, Wheeler. *Young Collector.* Appleton. il. $1.75.

McNeely, M. H. *Rusty Ruston.* Longmans. il. $2.

McSpadden, J. W. *Romantic Stories of the States for Young People. New Jersey. Minnesota.* Sears. 90c. ea.

Mahony, B. E., and Elinor Whitney. *Realms of Gold in Children's Books.* Doubleday, Doran. $3.

Malcolm, Arthur. *Robin Hood.* Sears. 50c. ("Sears' Juvenile Classics.")

Malkus, A. S. *Caravans to Santa Fé.* Harper il. $1.75 (?).

—— *Dragon Fly of Zuni.* Harcourt. $2.50 (?).

Marryat, Captain. *Masterman Ready.* Harper. il. $1.75 (?).

—— *Mr. Midshipman Easy.* Sears. $1.25. ("Father and Son Library.")

Martin, G. G. *Jamaica "Ginger."* Lothrop. il. $1.50.

Mason, A. M., and Mary Frank. *The Fossil Fountain.* Doubleday, Doran. il. $1.75.

Mathews, Florence, and Rebecca Coffin, *eds. City Stories Told by the Lincoln School Children.* Macmillan. il. $2.

Mathiews, F. K., *ed. Boy Scouts' Year Book* (1928). Appleton. il. $2.50.

Maude, Constance, and Mary Maude. *Shakespeare's Stories.* Longmans. il. $2.

Mawhinney, T. A. H. *Messenger of the Black Prince.* Penn. il. $2.

Mayol, L. B. *Jiji Lou.* Saalfield. il. $2.

Meader, S. W. *Longshanks.* Harcourt. il. $2 (?).

Meigs, Cornelia. *Clearing Weather.* Little. il. $2.

—— *Wonderful Locomotive.* Macmillan. il. $2.

Melville, Herman. *Moby Dick.* new ed. Doubleday, Doran. $3.

—— Same. Macmillan. 80c.; $1.25. ("Modern Readers' ser.).

—— Same. Sears. $1.25. ("Father and Son Lib.").

Meriwether, Susan. *Playbook of King Arthur.* Harper. il. $2.

—— *Playbook of George Washington.* Harper. il. $2 (?).

Midwinter, M. C. *Terrier Tim.* Gabriel. il.

Millar, H. W. *Dreamland Express.* new ed. Dodd. il. $1.25.

Millay, C. B. *Little Otis.* Norton. il. $2.

Millay, E. S. V. *Selected Poems for Young People.* Harper. il. $2.50 (?).

Miller, W. H. *Ensign Wally Radnor, U. S. N.* Appleton. $1.75.

Milne, A. A. *House at Pooh Corner.* Dutton. il. $2.50.

—— *Winnie-the-Pooh.* Gift ed. Dutton. il. $2.50.

—— *Now We Are Six.* Dutton. Gift ed. il. $2.50; $5.

Montgomery, L. M. *Anne of Green Gables Books.* Page. 4v. set $8.

—— *Anne of the Island.* Burt. 75c. ("Copyright Fiction").

—— *Blue Castle.* Burt. 75c. ("Copyright Fiction").

Moon, Grace. *Runaway Papoose.* Doubleday, Doran. il. $2.

Moore, A. C. *Three Owls.* Coward-McCann. $3.

Moore, C. C. *Night Before Christmas.* Il. by Elizabeth MacKinstry. Dutton. $2.

Morgan, A. P. *Boy Electrician.* new ed. Lothrop. il. $2.50.

Mukerji, D. G. *Ghond the Hunter.* Il. by Boris Artzybasheff. Dutton. $2.50 (?).

Muller, C. G. *Baseball Detective.* Harper. $1.75.

Mulock, D. M. *Adventures of a Brownie.* Sears. $1.25.

—— *Little Lame Prince and Adventures of a Brownie.* Sears. il. $1.25. ("Sears Illus. Juveniles").

N

Nadal, B. H. *Fairy Court.* Avondale. il. $1.50.

Nesbit, E., *pseud. Complete History of the Bastable Family.* Coward-McCann. il. $3.

Neumann, Daisy. *Timothy Travels.* Coward-McCann. il. $2.50.

New, Ilhan. *When I Was a Boy in Korea.* Lothrop. il. $1.25 ("Children of Other Lands").

North, R. C. *Bob North by Canoe and Portage.* Putnam. $1.75. ("Boys ser.").

O

Oglebay, Kate, and Miss Davidson. *Plays for Children.* new ed. H. W. Wilson.

Olcott, F. J. *Wonder Tales From Baltic Wizards.* Longmans. il. $2.

Olcott, Virginia. *Concetta, the Coral Girl.* Stokes. col. il. $1.75.

O'Neill, Rose. *Kewpies and the Runaway Baby.* Doubleday, Doran. il. $1.50.

Owen, Ethel. *Hallowe'en Tales and Games.* Whitman. il. $1.

—— and Frank Owen. *Dream Hills of Happy Country.* Abingdon. il. $1.50.

P

Palmer, Winthrop. *Abdul: the Story of an Egyptian Boy.* Macmillan. il. $2.

Palmerston, N. *At Mr. Crump's.* Appleton. $1.25.

Parker, A. C. *Rumbling Wings.* Doubleday, Doran. il. $3.

Patri, Angelo. *Pinocchio in America.* Doubleday, Doran. il. $2.

Perkins, Grace. *Angel Child.* Rae D. Henkel $2.

Perkins, L. F. *Farm Twins.* Houghton. il. $1.75.

Perrault, Charles. *Mother Goose's Tales.* Maurice Inman. col. il. $4.50; $8.50. ("Fortune Press").
Petersham, Maud and Miska. *Miki.* Doubleday, Doran. il. $2.
Phillips, E. C. *Santa Claus Brownies.* Houghton. il. $1.50.
Pier, A. S. *The Coach.* Penn. il. $2.
Piper, Watty. *Animal Friends Story Book.* Platt. col. il. $2.
—— *Brimful Book.* Platt. col. il. $2.
Pogany, Willy, *il. Mother Goose.* Nelson.
Porcher, M. F. W. *Cherique.* Appleton. $1.75.
Porter, E. H. *Fortunate Mary.* Doubleday, Doran. $2.
—— and H. L. Smith. *Pollyanna Glad Books.* Page. 5v.; set. $10.
Powel, Harford, jr., and R. G. Carter. *Giants' House.* Appleton. $1.75.
Power, L. S. J., *comp. Children's Treasure Chest.* Sears. $1.25.
Pritchard, C. F. *Mother Goose Circus Parade.* Putnam. il. $2.
—— *Mother Goose Moving Pictures.* Putnam. il. $2.
—— *Mother Goose Play Pictures.* Putnam. il. $2.
—— *Santa Claus Play Pictures.* Putnam. il. $2.
Pyle, Katherine. *Counterpane Fairy.* new ed. Dutton. il. $2.

Q

Quinn, Vernon. *Exciting Adventures of Captain John Smith.* Stokes. col. il. $2.50.

R

Rice, Rebecca. *Carolina's Toy Shop.* Page. il. $1.75.
—— *Giles of the Star.* Lothrop. col. il. $2.
Rich, E. G. *Why-So Stories.* new ed. Little. il. $1.75.
Richards, L. E. *Laura Bridgman.* Appleton. il. $2.
Rickert, Edith. *Blacksmith and the Blackbirds.* Doubleday, Doran. il. 75c.
Rideout, H. M. *Lola the Bear.* Duffield. il. $1.75.
Riggs, R. C. *Igloo Tales from Eskimo Land.* Stokes. col. il. $1.
Righter, L. L. *Junior Starke, Poundman.* Doubleday, Doran. il. $2.
Ripley, Sherman. *Raggedy Animal Book.* il. by Harrison Cady. Rand. $1.50.
Robida, Anna. *Treasure of Carcassonne.* Longmans. il. $2.
Rogers, Lou. *Rise of the Red Alders.* Harper. il. $2.50.
Rolt-Wheeler, Francis. *In the Time of Attila.* Lothrop. il. $2.
—— *Tamer of Herds.* Appleton. $1.75.
Ruedi, N. P. *Green David.* Avondale.
—— *June Bug.* Avondale.

S

Sabin, E. L. *"Old" Jim Bridger.* Crowell. col. il. $2.
Sampson, M. W. *Good Giant.* Houghton. il. $2.
Sandburg, Carl. *Abe Lincoln Grows Up.* Harcourt. il. $2.50.
Santee, Ross. *Cowboy.* Cosmopolitan. il. $2.50.
Sarg, Tony. *Tony Sarg's Book of Tricks.* Greenberg. $5.
Saunders, J. R. *China's Children.* Revell. il. $1.25.
Schultz, J. W. *In Enemy Country.* Houghton. il. $1.75.
Schwimmer, Rosika. *Tisza Tales.* il. by Willy Pogany. Doubleday, Doran. $1.
Seaman, A. H. *Disappearance of Anne Shaw.* Doubleday, Doran. il. $1.75.
—— *Little Mamselle of the Wilderness.* Macmillan. $2.
Second Trail. By a Group of English Authors. Appleton. il. $2.50.
Seymour, F. W. *Boys' Life of Frémont.* Century. il. $2.
Shannon, Monica. *Eyes for the Dark.* Doubleday, Doran. il. $2.50.
Sharp, D. L. *Boys' Life of John Burroughs.* Century. il. $2.
Sharp, Evelyn. *Who was Jane?* Macmillan. $1.50.
Shipton, Mother. *Twenty-One Nursery Rhymes.* Knopf. il.
Sister Charity. *Alphabet of the Faith for Little Children.* Morehouse. 12c. ("Anglo-Catholic Child ser.").
Sister Mary Ambrose. *Rosary for Children.* Benziger. il. 25c.
Skinner, C. L. *Andy Breaks Trail.* Macmillan. il. $1.75.
—— *Ranch of the Golden Flowers.* Macmillan. il. $1.75.
—— *Search Relentless.* Coward-McCann. $2.
Slaughter, Gertrude. *Shakespeare and the Heart of a Child.* Macmillan. il. $1.75.
Sloan, E. V. *More About Ellie.* Dutton. il. $2.
Smalley, Janet. *Rice to Rice Pudding.* Morrow. $1.75.
Smith, H. L. *Pat and Pal.* Page. $2.
Smith, J. W., *comp. Child's Book of Old Verses.* new ed. col. il. by compiler. Duffield. $2.50.
Smith, M. S. C. *Story of Napoleon.* Crowell. col. il. $2.50.
Smith, M. P. W. *Jolly Good Times at School.* new ed. Little. il. $2.
Spyri, Johanna. *Castle Wonderful ("Mazli").* Crowell. col. il. $1.50.
—— *Cornelli. Dora. Mazli. Vinzi.* Burt. 50c. each.

Stoddard, Lothrop. *Story of Youth.* Cosmopolitan. il. $2.50.
Stoney, T. B., *il.* *Old Woman Who Rode a Broom.* Dutton. $1.50.
Story, W. S. *Boy Heroes of the Sea.* Century. il. $1.75.
Sugimoto, Chiyono. *Picture Tales From the Japanese.* Stokes. il. $1.25.
Swift, Jonathan. *Gulliver's Travels.* Stokes. il. $2.50. ("Fine Art Juveniles ser.").

T

Tappan, E. M. *Prince From Nowhere.* Houghton. il. $1.75.
Taylor, Katherine, and H. C. Green. *Shady Hill Play Book.* Macmillan. il. $2.
Teall, E. A. W. *Batter and Spoon Fairies.* Harper. il. $2 (?).
Thackeray, W. M. *Rose and the Ring.* Brentano. il. $2.50.
Thomas, Lowell. *Adventures in Afghanistan for Boys.* Century. il. $2.
Thomas, P. B. *Secret Messages.* Knopf. $2.
Tietjens, Eunice. *Boy of the Desert.* Coward-McCann. il. $2.
Tileston, M. W. *Sugar and Spice and All That's Nice.* new ed. Little. il. $2.50.
Tippet, J. S. *I Go A-Traveling.* Harper. il. 75c. ("Nursery ser.").
Tomlinson, E. T. *Spy of Saratoga.* Appleton. $1.75.
—— *Three Boys in Alaska.* Appleton. $1.75.
Toon, G. E. *Animal Story Book.* Saalfield. col. il. $2.
Twain, Mark, *pseud.* *Tom Sawyer Abroad.* Aviation ed. Harper.

V

Varble, R. M. *Red Cape.* Little. il. $2.
Vincent, W. D. *Jolly Book of New Games.* Revell. il. $1.75.

W

Wade, M. H. *Boy Who Found Out: the Story of Henri Fabre.* Appleton. il. $1.75.
Walpole, Hugh. *Jeremy.* Garden City. $1. —— ("Sun Dial Lib.").
Warner, G. C. *Star Stories for Little Folks.* Pilgrim. 75c. new ed.
Washburn, Bradford. *Bradford in Washington.* Putnam. $1.75. ("Boys' ser.").
Webster, A. L. *Caleb and the Friendly Animals.* Duffield. il. $2.
Webster, H. H., and E. M. Powers. *Famous Seamen of America.* Crowell. il. $2.
Wells, L. C. *Big Brother Club Tales.* Christopher. $1.50.
Wells, Rhea. *American Farm.* Doubleday, Doran. il. $2.
Wetherill, F. V. *Boys and Buoys.* Wetherill Pub. Co. il. $1.25.
White, E. O. *Adventures of Andrew.* Houghton. il. $1.75.
White, N. G. *Joanna Gray.* Penn. il. $1.75.
Whitehouse, Elizabeth. *Kingdom Stories for Juniors.* Revell. $2.
Whitney, Elinor. *Tod of the Fens.* Macmillan. il. $2.25.
Wilberforce, Octavia, and Elizabeth Robins. *Prudence and Peter.* Morrow. $2.
Wilkinson, Sir Neville. *Four Bedrooms.* Oxford. 75c. ("Fairy Wireless ser.").
Williams, E. H. *Red Plume of the Royal Northwest Mounted.* Harper. il. $1.75 (?).
Williams, G. A. *Boy's Book of Pirates.* new ed. Stokes. $1.50.
Willson. *Pinky Pup and Empty Elephant.* new ed. Volland. col. il. $1.40.
Wilson, J. F. *Tad Sheldon, Boy Scout.* Macmillan. il. $1.50.
Winlow, A. C. *Our Little Chilean Cousin.* Page. il. $1. ("Little Cousin ser.").
Winters, Jane. *Cornelia's Customers.* Century. il. $1.75.
Wirries, M. M. *Mary Rose at Rose Gables.* Benziger Bros. $1.
Woodruff, Elizabeth. *Dickey Byrd.* col. il. by Gustaf Tenggren and Carl Wehde. Milton Bradley. $3.
Wyke-Smith, E. A. *Marvelous Land of Snergs.* Harper. il. $2.50 (?).

Y

Youmans, Eleanor. *Skitter and Skeet.* Bobbs. il. $1.50.
Young, L. E. *Adventures of Tommy-Cat, the Sailor.* Sears. $3.50.

Z

Zimmern, Helen. *Epic of Kings: Hero Tales of Ancient Persia.* Macmillan. il. $2.50.

OPPORTUNITIES

Trained librarian with experience wants position as assistant in Middle Western public library. W. W. 17.

Librarian with library school training and some college credit, also administrative and cataloging experience, with training and experience in work with young people, desires change. Prefers New York or New England States. C. O. 18.

Young woman, with training and seven years' varied experience, desires change. Position near New York as branch head or librarian of small library preferred but would consider anything "different." T. T. 17.

Librarian with master's degree, one year's library school training, and six years' library experience desires position in East or Middle West. Available November 15. R. D. 17.

Young librarian who has had two years of college and two summer sessions at library school as well some library experience wants cataloging or general library work. E. A. 17.

THE EXCEPTIONAL CHILD AND THE LIBRARY

BY MARIE PINNEY

Children's Librarian, Los Angeles Public Library

"Books Are Useful Only As They Serve The Individual."

"The library owes something to the prepsychotic child because he is prepsychotic,"[1] says Dr. Ross Moore, noted neurologist and psychiatrist of Los Angeles. "It owes to the prepsychotic child whatever it can do in the way of preventing pathological development in him. The library also owes to the potential genius whatever books have to give him in the way of help in the elaboration or development of his genius. The library can accomplish this only after it comprehends both the prepsychotic child and the potential genius and his library needs."

Herein lies a challenge to every children's librarian, for how many of us do "comprehend the prepsychotic child and the potential genius and his library needs"?

Herein also lies our opportunity to submerge our zeal for efficiency and to arrive at a point of departure for that "breadth and depth and scholarship" in our work which Herbert Putnam, librarian of Congress, urged in his speech before the American Library Association at West Baden in June of this year.

Several months ago at a meeting of the Southern California Society for Mental Hygiene, held in the Board of Education rooms in the Chamber of Commerce Building, the speaker of the evening was Dr. Vaclav H. Podstata of San Francisco,[2] associate clinical professor of psychiatry at the University of California, who has been lecturing for the Extenson Department of the University to various groups interested in the emotional difficulties of children. His subject was "Prepsychotic Children." His talk was a challenge not only to every parent and every teacher but to every children's librarian as well. It was indeed especially stimulating and thought provoking by its coming not many months after the community had been shocked by the Hickman[3] case. In it lies the germ and basis for a dawning understanding of the prepsychotic child and the potential genius, which should be as much a part of the equipment of every children's librarian as the ability to judge a book, to tell a story, to conduct a class in library instruction or to keep within her book quota.

In speaking of the percentage of mental breakdowns that occur, Dr. Podstata said that a house to house canvass would give the only significant data, as admission to hospitals is no criterion, and stated that while specialists in mental disease vary greatly on this point, in the state of New York statistics show that one out of every ten families has its mental problem, while in Los Angeles one out of every six families is said to be a "safe but possibly conservative" estimate by two very good authorities.

Authors and specialists disagree regarding the question of heredity in relation to mental breakdowns, "heredity as a factor varying from four to ninety per cent." Aside from heredity, other factors which enter into the problem of mental disease are maladjustment due to various causes, such as family difficulties, depressing environment and financial worries. This point is clearly brought out in his discussion of the three most common types of prepsychotic children which formed the main part of his talk.

As a result of this experience as superintendent of Livermore Sanitarium at Livermore, California, where he viewed 2400 cases of mental breakdowns, Dr. Podstata answers the question how can such breakdowns be prevented, thus: "The best way is to teach people to live in contentment and peace."

"In dealing with such cases, whether children or grownups, the important thing is to show them an aim in life and that they can arrive at a state of contentment and peace by growing and acquiring a little every day. The advancement, too, of as large a circle as possible means a great deal. As regards the child, prenatal training, the protection of the illegitimate child and the mother, and home atmosphere all have a decided influence."

It is important to detect as early as possible deviations from the normal which undermine stability and lessen opportunity for later usefulness, and to get hold of a prepsychotic child before he is twelve. "Such cases, are very worth while—many can be made exceptionally useful as well as happy individuals. Each child, however, must be studied as a separate indi-

[1] "The term prepsychotic is here used to indicate a trend rather than inevitable destiny; perhaps a dangerous tendency toward mental disease, but at least reasonable opportunity for rehabilitation."—V. H. Podstata.

[2] Dr. Podstata has taught psychiatry for about fourteen years in the Medical Department of the University of California.

[3] Hickman, a nineteen year old American boy with a good mind, kidnapped and murdered a twelve year old Los Angeles school girl, and then later delivered her dismembered body of her father for a $1500 ransom.

vidual problem and not as a member of a group of apparently similar type. The original endowment is never quite the same in any two children. The environmental influences are never the same in any two cases, if we include in that term the personal attitude of parents, teachers, and children's librarians, etc., who are in contact with the children. Nor are the physical factors ever quite the same. . . . . Hence, the necessity of study of the individual as an individual and not as a member of a group."

Dr. Podstata then told of his work with the children at Rose Cottages, a group organized as a family unit, where out of thirty-seven children, fifteen who had been considered impossible, have been restored and sent home and ten others have improved. While some therapy is used, he attributes the bulk of the work and its success, in large part, to the house mother's love for and understanding of the children, her consistency in her attitude toward discipline, and her knowing when to say yes and no. In this connection one is reminded of the necessity for re-educating the parents of many of the children as well as the children themselves.

In the discussion of types of "deviations in development which were selected for presentation as perhaps the most common types of prepsychotic children," children's librarians will find food for thought.

1. The extra-verted, open type of personality who are very active, restless and mischievous, and have often deviations in the thyroid and sex glands. Among mental characteristics one notes very rapid transmission of internal and external impressions, great emotional emphasis given to every internal and external impression, close relationship between external (environmental) influences and personality. The trend of such children is toward manic depressive insanity. Factors which intensify the trend are stimulation of mental activity thru external means; stimulation of emotional reactions; favoring anything leading to superficiality; while factors which diminish the trend include hardening of body receptors (the body sensetiveness)—outdoor life, a certain amount of hardship, prolonged application of muscles in purposive activity—and hardening of psychic receptors (mental, especially emotional sensitiveness); diminishing the overvaluation of things; developing sense of values and capacity to reason; favoring independence in them and the assuming responsibility; and providing plenty of outlets for excess energy and high spirits, but of an unemotional character.

2. The introverted, shut-in type is characterized by its facial contours and a certain clumsiness. Mental characteristics include lack of coordination of mental activities (IQ may be ahead of the average but their responsiveness far behind); a topsy turvy emotional element; a tendency to create a world of their own and to lose their hold on reality. The trend of such children is toward dementia precox[4]—rather schizophrenia[5]. Factors which intensify the trend are self absorption and a depressing environment, and factors which diminish the trend include physical training, free discussion of all problems, and opportunity to express opinions freely.

3. The spoiled child—the hysterical child—with his marked emphasis on all his expressions, what he wants, thinks, etc., his desire to evade difficulties and to escape unpleasant situations. He suffers from a disturbance in regard to a sense of values, and virtually dominates the household. Factors which intensify the trend are pampering, favoring his demands for recognition, while factors which diminish the trend are simple, direct, straightforward training, avoidance of all favoritism and all unnecessary protection, a consistent attitude—neither too lenient nor too severe, regular routine, and emphasis upon development of will and emotional control.

Dr. Podstata's study of the three most common types of prepsychotic children brings out a number of points which have direct bearing on the work of the children's librarian and the responsibility of librarianship. Most important of these points are the necessity for better attitude toward discipline, a more sympathetic understanding of the exceptional child, and a new approach to the parent. They give us several new angles from which to make booklists, not only for the child and for the parent, and several new angles from which to evaluate books and direct reading.

Library work with children which has indeed progressed and broadened in scope since the idea of a separate department was first thought of, is now in its second phase with its extension of interest to include school visiting, appreciation hours, instruction in the use of the library, storytelling, contact with every imaginable organization working with children, and talks to women's clubs and parent teacher associations. What is to be our third step in the development of library work with children? Are we going to become socially minded and co-operate on an equal footing and intelligent basis with the schools, the Society for Mental Hygiene and the Child's Guidance Clinic in this most important phase of our work with children? Or are we

[4] Dementia precox—a deteriorating mental disease.

[5] Schizophrenia—a splitting up of the personality, not to be confounded with dual personality. The former is a mental disease, the latter a mental condition.

going to limit our professional field and continue in a mere exchange of courtesies with such organizations, which in the aggregate thus far has amounted to an occasional talk, an occasional story hour, an occasional booklist, or an occasional poster as a means of publicity to increase our file borrowers and our circulation?

One of the aims we have set for ourselves is to raise standards of reading and book selection, not only of the children we serve but of parents and teachers. We feel that we have much to give, and this is because books are our specialty. The schools, on the other hand, are specializing in the human problem, which in reality is as much our problem as theirs. They have something to give us which we need; so might it not be well to reciprocate and ask the schools thru their Psychological and Educational Research Department to give us the opportunity to profit by their experience and the definite case knowledge which they have at hand?

With such information at our disposal, questions of discipline that come up could be handled more intelligently and in accord with the effort being made thru the school clinic to help the child to adjust himself and clear up his emotional difficulties. Our attitude toward the offender, furthermore, might be more tolerant and understanding as we come to "view misbehavior, not as a manifestation of pure "cussedness" within the control of the child, but as a blind and painful search for the security which we are in a position at least partially to supply."[4]

Knowing the type of the child's emotional difficulty or abnormality, we should also be better able to guide his reading. We shall not be eager to give such books as *Martin Crusoe* by Bridges or even *Treasure Island* to a child of the extra-vert type when we are told that every time such a child is stimulated harm is done him, nor to the introvert a book of the type of Hudson's *Little Boy Lost* or *At the Back of the North Wind*, but rather books objective and realistic which tend to draw him out of himself, as for instance, *Understood Betsy* and *Johnny Blossom*. The spoiled child, on the other hand, might profit by reading *The Widow O'Callaghan's Boys*, *Heidi*, *Donkey John of the Toy Valley*, *A Daughter of the Rich* and *Gabriel and the Hour Book*, not to mention *Captains Courageous*.

When we stop to consider, furthermore, that one family out of every six in a city such as Los Angeles has its mental problem, can we as a group specialized in work with children, afford not to broaden our vision and our understanding of our human problem on some such basis as underlies Dr. Podstata's discussion of prepsychotic children?

The following are the books that Dr. Podstata recommended at the conclusion of his talk: Thom, *Everyday Problems of the Everyday Child*; Pierce, *Understanding Our Children*; Sands and Blanchard, *Pitfalls of Our Mind*.

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[4] Elizabeth H. Dexter chief psychiatric social worker, Newark (N. J.) Public School Child Guidance Clinic, in an article entitled "Treatment of the Child through the School Environment."—*Mental Hygiene*, April 1928.

BOOK WEEK IN THE LIBRARIES

To dramatize and intensify national interest in children's reading is the purpose of the annual Book Week, in the words of the National Association of Book Publishers, which will send posters and suggestions for promotion of boys' and girls' reading in that week and thruout the year on application to headquarters at 25 West 33rd Street, New York City. First planned in 1919, the tenth annual observance will take place on November 11th to 17th.

Book Week projects are described in detail in *Grade School Projects for Book Week*, one of the pamphlets issued by the Association. Fresh ingenuity is shown every year as more organizations are drawn into the programs. In Detroit, the Literature Division of the Federation of Women's Clubs organized a Book Week Committee early in the fall of 1927 and secured the co-operation of schools, libraries, Detroit Council of Churches, Parent-Teachers Associations, Motion Picture Owners of Michigan, bookstores, Detroit *News*, Detroit *Free Press*, Detroit *Times*, Detroit, *Saturday Night*, Y. M. C. A., Rotary Club, Vortex Club, Boy Scouts, Girl Scouts, Camp Fire Girls, Catholic Study Club, Council of Jewish Women, Bonstelle Playhouse, D.A.R., Recreation Department, Story Tellers League, Women Writers' Club, WWJ (Detroit *News* radio station), WJR and WCX (Detroit *Free Press* station). Every school had an attractive display of books and a fitting program for the Week. Every bookstore in the city had interesting window displays of children's books and many of them loaned books and illustrative material for the school library exhibits. Librarians and other experts on chil

dren's reading gave talks before parent-teacher associations and women's clubs at their special Book Week meetings. The Bonstelle Playhouse distributed booklists during the Week and a number of the motion picture theatres exhibited films made from children's books. Booklists appeared in many church bulletins and several ministers devoted sermons to the subject of young people's reading.

A contest with a tangible prize attached is a never-failing means of enlisting enthusiasm, whatever the occasion. A local newspaper, a woman's club or a business men's club, a library or bookstore, may offer the prizes for a Book Week contest, and the latter may be selected from an infinite variety of topics: written or oral reviews of favorite books; essays on reading; designs for bookmarks, bookplates, posters, and bookjackets; slogans for Book Week; book scenes from books, modelled in miniature; dolls dressed as book characters; bookshelves made by boys from designs supplied by manual arts instructors or from library books; advertisements for books; correct answers to a series of questions about popular children's books to appear daily in the co-operating newspaper during the Week; guessing of book titles suggested by a series of cartoons or pictures in the newspapers; or listing of titles found in a hidden-title story published in the newspaper.

Exhibits ranging from favorite books from the children's libraries to rare old children's books borrowed from collectors are of perennial interest. Bookstores and public or county libraries will usually contribute to such exhibits in the schools. Displays of books for Christmas gifts and fifty good books for the high school age are especially desirable.

Awarding vacation reading club diplomas may be reserved until this Week to give both occasions the additional fillip of interest. Special days may be observed during the Week.

THE INTERMEDIATE IN THE LIBRARY

BY DOROTHY E. NEWTON

Adult Education Department, Los Angeles Public Library

BECAUSE the teen age, like Paul Bunyan and Tony Beaver, has incredible possibilities, achieves astonishing results, and leaves one almost gasping for breath at times, our work with older boys and girls is never without interest.

With the establishment of the Adult Education Department under the direction of Miss Louise E. Jones two years ago, we started our organized work with older boys and girls. We felt then as if we were seated at the famous black duck dinner: there was almost too much before us!

We began with lists. We made them for special needs and collected them from other libraries until we had a practical file ranging from "Authors, Youthful" to "Vocations for Young People." Most of the list making is for parents: "Jack (just sixteen) will not read. He says that books are all fiction, never about real people or real things." Or "Mary brings home nothing but love stories. Is there nothing else for girls of fifteen?" Equally welcome is the boy, sent by his teacher from part time school, who comes in after work with the defiant statement that he has never read a book thru in his life but is going to try. There is satisfaction, too, in compiling a list of books for the girl who has read "simply everything in the library" but discovers with delight those you suggest.

Following the example of the children's librarians, we work with senior high schools, giving book talks on such subjects as "Modern Heroes," "Travel in an Easy Chair" and "Hobbies and How To Ride Them," suggesting browsing table collections, and arranging exhibits as often as possible. Library clubs and classes are invited by letter to make a special tour of the building. Notices of exhibits held here are sent to high school organizations interested. Cards of introduction to the Readers' Adviser's Desk for use with individual students needing help in selecting books are left with the teachers.

Our most exciting achievement is a book club. After weeks of planning, we invited each one of the fifteen public high schools and the eight private high schools in the city to send two representatives, boys or girls or both, to the library to form a book club. The aims of the club were high: to stimulate teen age interest in good reading, to exchange book news and notes between high schools, to provide a non-competitive interscholastic organization which would act as a common meeting place for the friendly exchange of ideas, and to create a book list of interest to the teen age because selected and approved by young people.

but discovers with delight those you suggest.

cause each program centers around from six to ten book reviews by the members. On the basis of these the three most interesting books are chosen by vote to form part of a permanent book list which now includes *Tristram, The King's Henchman, Scouting on Two Continents, Black Douglas, Beyond the Utmost Purple Rim, Messer Marco Polo, Daughter of the Samurai, Charlotta Lowenskold, Autobiography of a Chinese Dog,* etc. An annotated list of the three chosen appears in a "Books-of-the-Month" column in many of the school newspapers. The books for review are auctioned off to the most enthusiastic bidder after a short description and some comment on the author or style. All classes of books, new and old, are drawn upon for their selection. Competition is keen; members are eager for an opportunity to discuss favorite books so that it is not necessary to assign them.

The criticisms are not at all conventional; sophistication and reading background vary. The boy who thought Shaw's *Story of a Pioneer* would have strong men and Indians in it and ended his review with, "I never thought a *woman's* life could be so interesting," sits beside the girl who prefers O'Neill to any other writer, or the boy who loves Amy Lowell's poetry and has patience with his "low brow" teacher who doesn't. Books are read and approved for intrinsic interest, not because they are considered good by the critics. "I think every boy and girl should know Ossendowski's *Beasts, Men, and Gods;* it makes you want to do things and go places," oratorically concluded a senior with a fine scholastic record. A few months after his graduation a card postmarked South America came from him; he had started on his own adventures. "I don't think this book deserves its reputation," said another of a volume of Chinese poems, "It is philosophy rather than poetry." He wrote verse himself (almost all of the members do—and very good verse at that) and left justified in using the standards he imposed upon himself.

Fiction, travel, and poetry are the favorite classes with biography also popular. We avoid as far as possible the use of books already on school reading lists.

We have been fortunate enough to obtain excellent speakers to vary the programs. James Willard Schultz told stories in the Indian sign language and explained the strange customs of his adopted people, the Blackfeet. Ernest Dawson, well known local bookseller, initiated the club into the joys of book collecting and brought with him such storied first editions of old favorites as *Tom Sawyer* and *Pickwick Papers.* Mrs. Sarah Bixby Smith recreated adobe days in Los Angeles. Helen E. Haines gave publishers a meaning and thereby added a "by-line" to club book reviews. Members of the staff have introduced such stimulating subjects as "Modern Book Illustrations," "Foreign Literature," and, by example, the art of book reviewing.

After the reviews and talks, the meeting is open to discussion and school news. The opera, the class play, the Chaucer breakfast, latest achievements of English class or school library are described. Any related subject may be brought up. Last year excellent suggestions were made on request for a representative of a new high school who was interested in the formation of a literary club.

The organization of a dramatic section for those especially interested in plays has added to the fun of the club. Short plays are read at each meeting. At the last meeting of the year Edna St. Vincent Millay's *Two Sluts and a Slattern* was presented in costume.

This year we hope to start a writer's section and perhaps mimeograph the most original contributions once a term. The amount of poetry brought in for appreciation this summer assures its success.

The enthusiasm of the members and of their parents who often visit the monthly meetings, and of school librarians, who have been generous of their praise and help, makes us feel that the club has more than achieved its purpose. Certainly it has taught us much about intermediate reading which might not have been learned thru more conventional methods.

QUEENS LIBRARY TRAINING SCHOOL

Queensborough (N. Y.) Public Library opens the second year of its Library Training School in temporary quarters at the Woodhaven Branch, Forest Parkway and 85th Drive, on October 1st. The main purpose of the school is to train assistants for service in the Queens Borough system, consequently the routine of the branches and departments is taught and a month's practice work is assigned as part of the eight months' course. The minimum entrance requirements is one year of college study equivalent to that required for promotion to the sophomore class in an accredited college. Those students offering an A.B. degree from an accredited college will be admitted without examination if their collegiate record warrants acceptance, and if they give evidence of having completed courses of two years or more in each of two modern foreign languages. A knowledge of Latin is also essential. Space at the temporary quarters limits the number of students who can be accepted to twenty.

THE LIBRARY JOURNAL

OCTOBER 1, 1928

CHILDREN'S work may well be the delight of the sympathetic and prophetic librarian for not only is it a pleasure to deal with children but they are to be the public and the librarians of the future. "Christmas is coming," and so is children's week, this year November 11-17, for which latter it is quite time to think of plans, and to prepare and purchase books. There is the usual constant stream of new books for the young folk, worn out favorites, ever fresh to the children, must be replenished or rebound and parents should be advised well in advance that at the library there is opportunity to choose the best of gifts for Christmas. The precedent of a room for parents stocked with children's books is one that may well be followed. The usual child is of course the kind with whom librarians most have to deal but there is also the unusual child at both ends of the scale, the unusually bright who needs direction as well as does the "problem" child of whom Miss Pinney writes in this number, who must have special attention. Nowadays the children in the hospital are followed into that retirement with books that make bright the dull days and with amusement such as well children find in the children's room. All these leadings should be thought out and worked out in the local libraries and local communities, that the library should hold its place as a great factor in social welfare.

SCARCELY less important than the A. L. A. conferences on a national scale are the meetings of state and regional associations which this autumn will be many. The Southeastern and the Southwestern Associations both hold their biennial meetings this fall and these gatherings are specially important because they deal with those parts of the country in which there is still perhaps the largest opportunity for progress. The State Association meetings are now often larger than the A. L. A. meetings of two score years ago or even later and they have the advantage which the National Association had in those early years that there were not too many present for thoro acquaintanceship and there were not too many rival sessions to confuse the enterprising participant who would like to participate in them all. These meetings originally chiefly social are perhaps more and more developing into professional character, but may they never lose sight of the social features which bring librarians together as fellow humans. Both in the sessions and outside, those attending have the chance to meet those whose problems are like their own and this class of meetings is like apprentice schools for the younger people whose modesty makes them feel swallowed up in a conference where one or two thousand people congregate.

DR. THEODORE W. KOCH'S bibliographical pilgrimage in which he led a score of pilgrims thru Europe during the summer months was successful in the highest degree and opened the way for still more important international education of American library representatives in later years. In every country visited every facility was given by the representatives of Governments as well as of the library profession. Indeed the official, ambassadorial and civic entertainment was such as almost to embarrass the modest members of the pilgrim company. The one regret was that the personnel of the party did not include librarians whose professional service had made their names known abroad. This did not in any way diminish the courtesies and the appreciation with which the pilgrims were welcomed; but the opportunities which Dr. Koch has thus opened up are so very important that it is well worth while for librarians of the first rank to acquaint themselves internationally thru this means with those responsible for library development in other countries, whether representatives of the governments or independent librarians, who are thus in turn brought in touch with American librarianship to their mutual advantage.

THE library profession will lose in the retirement from the managing editorship of the LIBRARY JOURNAL of Miss Eleanor ff. Duncan, whose resignation, regretfully accepted, will take effect with the close of the year and of this fifty-third volume of the periodical. During the past ten years she has given increasingly valuable service, devoting unremitting attention to the interests of the library profession as represented by the LIBRARY JOURNAL, and with the growth and multiplicity of the functions of the A. L. A. and the development of librarianship in general the burden of editorial work has been

steadily increased. Miss Duncan has kept closely in touch with the manifold library activities, national, local and international, which have developed thru the years, and the editor of the LIBRARY JOURNAL records his great indebtedness, which he shares with the whole profession, for her service in presenting the record of each to a rapidly widening clientèle. It is a fine career of difficult devotion which these years fulfill, and the many friends whom she has made in her intercourse with librarians everywhere will wish her equal success for the year or more's freedom from responsibility which she has planned to spend in study and travel and for the return to bibliographical work which it is hoped she will thereafter make.

LIBRARY ORGANIZATIONS

AMERICAN LIBRARY ASSOCIATION
COMMITTEES, 1928-1929

(Asterisk indicates standing committee)

**Affiliation of Chapters with the A. L. A.* Helen E. Vogelson, Los Angeles County Free Library, Los Angeles, Calif.

A. L. A. Headquarters Building. Walter L. Brown, Buffalo (N. Y.) Public Library.

**Bibliography.* Ernest C. Richardson, Library of Congress.

**Board of Education for Librarianship.* Adam Strohm, Detroit (Mich.) Public Library, chairman (term expires 1933); Harrison W. Craver (term expires 1931); Jennie M. Flexner (term expires 1932); Herbert S. Hirschberg (term expires 1930); Louis R. Wilson (term expires 1929).

**Board on the Library and Adult Education.* M. S. Dudgeon, Milwaukee (Wis.) Public Library, chairman. (Term expires 1933); C. F. D. Belden (term expires 1930); W. C. Carson (term expires 1929); Linda A. Eastman (term expires 1932); Charles E. Rush (term expires 1931).

**Bookbinding.* John Archer, New York Public Library.

**Bookbuying.* M. L. Raney, University of Chicago Libraries, Chicago, Ill.

**Book Production.* Frank K. Walter, University of Minnesota Library, Minneapolis.

Books for the High School Library. (Appointed by Editorial Committee). Frances Kelly.

**Cataloging and Classification.* Eliza Lamb, University of Chicago Libraries, Chicago, Ill.

**Civil Service Relations.* George F. Bowerman, Washington (D. C.) Public Library.

Classification of Library Personnel. Arthur E. Bostwick, St. Louis (Mo.) Public Library, chairman.

Code of Ethics. Josephine A. Rathbone, School of Library Science, Pratt Institute, Brooklyn, N. Y.

**Committee on Committees.* Ernest J. Reece, School of Library Service, Columbia University, New York City.

**Constitution and By-Laws.* H. O. Severance, University of Missouri Library, Columbia, Mo.

Co-operation with the National Congress of Parents and Teachers. Clara W. Herbert, Washington (D. C.) Public Library, chairman.

Council Committee of Five. H. O. Severance, University of Missouri Library, Columbia, Mo., chairman; M. S. Dudgeon; Chalmers Hadley; Theresa Hitchler; Alice S. Tyler.

Council Program. Linda A. Eastman, Cleveland (Ohio) Public Library.

Curriculum Study Advisory Committee. Herbert S. Hirshberg, Akron (Ohio) Public Library.

**Editorial.* George B. Utley, The Newberry Library, Chicago, Ill.

**Education.* Harriet A. Wood, Library Division, Minnesota Dept. of Education, St. Paul.

Elections. Frank H. Whitmore, East Chicago (Ind.) Public Library.

**Federal and State Relations.* Ralph Munn, Carnegie Library of Pittsburgh, Pittsburgh, Pa.

**Finance.* James I. Wyer, New York State Library, Albany, N. Y.

Graded List of Books for Children. Anne T. Eaton, Lincoln School of Teachers College, Columbia University, New York City.

Guide to Historical Literature. A. H. Shearer, Grosvenor Library, Buffalo, N. Y.

**Hospital Libraries.* Perrie Jones, Minn. State Board of Control, Room 29, State Capitol, St. Paul, Minn.

**Institution Libraries.* E. Kathleen Jones, Division of Public Libraries, Mass. Department of Education, Room 212, State House, Boston, Mass.

**International Relations.* W. W. Bishop, University of Michigan, General Library, Ann Arbor.

Journal of Discussion. C. C. Williamson, Columbia University Library, New York City.

**Legislation.* W. F. Yust, Rochester (N. Y.) Public Library.

Libraries in National Parks. H. L. Koopman, Brown University Library, Providence, R. I.

**Library Administration.* William Webb, Flint (Mich.) Public Library.

**Library Cooperation with the Hispanic Peoples*, John T. Vance, Library of Congress, Washington, D. C.

**Library Extension.* C. B. Lester, Wisconsin Free Library Commission, Madison.

Library Radio Broadcasting. Charles H. Brown, Iowa State College Library, Ames.

**Library Revenues.* Samuel H. Ranck, Grand Rapids (Mich.) Public Library.

Library Survey. Arthur E. Bostwick, St. Louis (Mo.) Public Library.

**Library Work with Children.* Helen Martin, School of Library Science, Western Reserve University, Cleveland, Ohio.

List of Foreign Government Serials. J. T. Gerould, Princeton University Library, Princeton, N. J.

**Membership.* Maria V. Leavitt, New York Public Library.

Nominating. Carl B. Roden, Chicago (Ill.) Public Library.

**Oberly Memorial Fund.* Claribel R. Barnett, U. S. Department of Agriculture Library, Washington, D. C.

Petitions for Sections. Carl Vitz, Toledo (Ohio) Public Library.

Program. Linda A. Eastman, Cleveland (Ohio) Public Library.

Petition for a Business Library Section. George B. Utley.

**Public Documents.* J. B. Childs, Library of Congress, Washington, D. C.

Public Library Branches in School Buildings. Arthur E. Bostwick, St. Louis (Mo.) Public Library.

**Publicity.* Carl L. Cannon, New York Public Library.

**Recruiting for Library Service.* L. Elsa Loeber, New York State Chamber of Commerce Library, 65 Liberty Street, New York City.

Reprints and Inexpensive Editions. Louise Prouty, Cleveland (Ohio) Public Library.

**Resources of American Libraries.* J. T. Gerould, Princeton University Library, Princeton, N. J.

**Salaries, Insurance and Annuities.* Charles H. Compton, St. Louis (Mo.) Public Library.

Schemes of Library Service. Josephine A. Rathbone, School of Library Science, Pratt Institute, Brooklyn, N. Y.

Study of Development of Reading Habits. (Joint Committee with American Association for Adult Education). C. C. Williamson, Columbia University, New York City.

Subscription Books. Julia Ideson, Houston (Texas) Public Library.

Travel. F. W. Faxon, 83 Francis St., Boston, Mass.

Union List of Periodicals. H. M. Lydenberg, New York Public Library.

Ventilation and Lighting of Library Buildings. Samuel H. Ranck, Grand Rapids (Mich.) Public Library.

Visual Methods. J. Ritchie Patterson, Chicago (Ill.) Public Library.

War Service Activities. H. H. B. Meyer, Library of Congress, Washington, D. C.

**Work With the Blind.* Mrs. Grace D. Davis, Lothrop Branch, Detroit (Mich.) Public Library.

**Work with the Foreign Born.* Edna Phillips, Massachusetts Department of Education, Division of Public Libraries, State House, Boston, Mass.

THE CALENDAR

Oct. 4-5. At North Platte. Annual meeting of the Nebraska Library Association. The president, Eleanor M. Wheeler, librarian of the North Platte public library, is making all arrangements.

Oct. First week. At Sterling. Colorado Library Association.

Oct. 9-11. At Moorehead, Minn., and Fargo, North Dakota. Joint meeting of Minnesota and North Dakota Library Associations.

Oct. 11. Annual fall meeting of New Jersey Library Association. Montclair Art Museum, Montclair, N. J.

Oct. 11-12. At State Teachers College, Bowling Green. Kentucky Library Association.

Oct. 17-19. In Danville. Illinois Library Association.

Oct. 17-19. At Toledo. Ohio Library Association.

Oct. 17-19. At Lansing. Michigan Library Association's annual meeting in connection with which the Michigan State library will hold its centenary celebration.

Oct. 17-19. At Uniontown. Pennsylvania Library Association.

Oct. 26. In Providence. Rhode Island Library Association.

Oct. 31-Nov. 3. At Baton Rouge, La. Biennial meeting of the Southwestern Library Association. Officers: President, Mrs. J. R. Dale, Oklahoma City; Secretary, Virginia Fairfax, 4900 St. Charles Avenue, New Orleans.

Nov. 7-10. At Biloxi, Miss. Biennial meeting of the Southeastern Library Association.

Nov. 8-10. In Kansas City. Joint meeting of Missouri Library Association and Missouri State Teachers' Association.

Nov. 21-23. Joint meeting of Indiana Library Association and Indiana Library Trustees' Association.

Dec. 27-29. In Chicago. Midwinter meetings of the A. L. A. Council and other library organizations.

June, 1929. In Rome. International Library Congress.

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PUTNAMS SERVICE

AMONG LIBRARIANS

Alice Charlton, 1912 Simmons, appointed head cataloger of the John Crerar Library, Chicago.

Bonnalyn Connelly, 1923 Pittsburgh, appointed librarian, Emerson Jr. High School, Lakewood, Ohio.

Elizabeth H. Davis, 1914 Illinois, for the past eight years reference librarian at the Kansas State Agricultural College, Manhattan, Kansas, acting reference librarian in the Wichita City Library in the place of Katherine Terrill who is on a year's leave of absence.

Asa Don Dickinson, librarian of the University of Pennsylvania, has been granted a year's leave by the University, to undertake special editorial work for Doubleday, Doran and Company. C. Seymour Thompson, assistant librarian, will serve as acting librarian during Mr. Dickinson's year of absence which begins October 1.

Eleanor ff. Duncan, 1918 New York Public, whose resignation from the managing editorship of the LIBRARY JOURNAL at the close of the year is announced elsewhere in this number, will remain in New York until the end of the spring, and will then spend several months abroad. Friends will continue to find her either at or thru 32 West Fiftieth Street, New York City.

Frances Dunn, 1928 Columbia University, appointed supervisor of work with children for the libraries of Saginaw, Mich.

Marion F. Dutcher, who was for thirty years associated with the Adriance Memorial Library at Poughkeepsie, N. Y., and for several years past its chief librarian, died suddenly on September 16 following an operation.

Maude French, 1923 Simmons, has accepted a position in the art department of the Dartmouth College Library.

Florence Gould, 1918 Pittsburgh, is now county librarian, Klamath Falls, Ore.

Mary B. Graham, formerly librarian at the U. S. Veterans Hospital at Sheridan, Wyoming, is now in charge of the library of the U. S. Veterans Hospital at Perry Point, Md.

Wilhelmina Harper, consulting children's librarian, Palo Alto, Calif. has collected under the title *Treasure Trails: Winding Roads* some fifty tested stories, informative selections and verse for the enjoyment of children in the fourth grade, with information for those who "care to read more from the books from which these came."

Mary E. Howard, 1927 Simmons, takes charge of one of the reading rooms of Radcliffe College Library October 15.

Alice L. Jewett, 1914 New York State, librarian of the Larchmont, (N. Y.) Public Library, returns to the New York Public Library October 1, having been appointed first assistant in the Economics Division, in succession to the late Eunice H. Miller.

Harriet W. Leaf, 1915 Pittsburgh, is head of work with children, Public Library, Akron, Ohio.

Florence Lewis, 1927 Simmons, has been appointed librarian of the Aberdeen (Wash.) Public Library.

Bess Noble, 1924 Pittsburgh, appointed assistant librarian, Kent (Ohio) State Normal College.

Frances Jenkins Olcott's new book is *Wonder Tales from Baltic Wizards*, a selection from German and English sources of East Baltic folklore and folk-tales which will be new to English-speaking children. Following the stories come a Tiny History of the Baltic Sea and a Tiny Dictionary of East Baltic Things which will give delight as well as information, and for the latter as well as for the tales themselves Victor G. Candell has done the illustrations. (Longmans. cloth. 234p. $2.)

Mary Eleanor Rogers, 1927 Riverside, recently assistant at the Riverside Public Library, is now assistant librarian, Los Angeles Museum Library.

Marion Redway, 1924 New York State, for the past year acting librarian of the Oneonta (N. Y.) Normal School, appointed librarian of the Milne High School, the practice high school of the New York State College for Teachers, which this fall moves into its new building.

Elizabeth Nelson Robinson, 1906 Pittsburgh, appointed secretary of the Mississippi Library Commission, September 1. She has been children's librarian and branch librarian in the Seattle Public Library, librarian of the Medford (Ore.) Public Library, and head of the school division of the St. Paul Public Library. The Commission has not been able to secure office space in the overcrowded capitol building. It has therefore rented an office, 501 Merchants Bank Building, Jackson. Other state library extension agencies are asked to add the new commission to their mailing lists.

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Mildred L. Walker, formerly children's librarian of the Flint (Mich.) Public Library, has joined the library department of A. C. McClurg & Company. She is at present studying McClurg practices and in a short time she will go out into the field as visiting librarian for the firm.

Mary Washburn, 1924 Simmons, has joined the staff of the Manchester (N. H.) Public Library.

Dorothy Wing, 1927 Simmons, appointed senior assistant at the Dearborn, Michigan, Public Library.

Jean Woodruff, 1923 Riverside, formerly librarian, Boys' and Girls' Junior High Schools, Riverside, Calif., is to be librarian, Central Junior High School, Riverside.

GRADUATES OF 1928

SIMMONS COLLEGE SCHOOL OF LIBRARY SCIENCE

Helen Barthelmes, assistant librarian, Northern Teachers' College, Marquette, Mich.; Pauline M. Gerlach, librarian, Wooster (Ohio) High School Library; Helen Virginia Hahn, general assistant, Stone & Webster Company, Boston, Mass.; Elisabeth M. Hedenberg, assistant, Hillside Center Branch, Endicott (N. Y.) Free Library; Phyllis R. Kane, junior high school librarian, Jamestown, N. Y.; Maxine LaBounty, children's work, Public Library of the District of Columbia; Vera P. Sailer, cataloger, Adelbert College Library, Cleveland, Ohio; Elizabeth Stearns, assistant in circulation, Dartmouth College Library, Hanover N. H.; Ruth E. Witherbee, cataloger, University of Pennsylvania Library, Philadelphia.

CARNEGIE LIBRARY SCHOOL

Baird V. Allen, librarian Tulsa, (Okla.) Public Library; Kathleen S. Dempsey, branch librian, Akron (Ohio) Public Library; Irene C. Devlin, librarian, State Department of Public Instruction, Harrisburg, Pa.; Helen E. Earp, assistant, Children's Department, Toledo (Ohio) Public Library; Edith A. Eadsley, branch assistant; Ella M. English, assistant in schools department, and Mrs. Caroline W. Foote, first assistant, Central Children's Room, all at Carnegie Library of Pittsburgh; Mrs. Grace C. Foresman, librarian, Dormont (Pa.) High School; Elizabeth R. Frear, reference assistant University of Pittsburgh Library; Margaret Harvey, branch assistant, Albany, (N. Y.) Public Library; Ina V. Idleman, assistant librarian, South Hills High School, Pittsburgh; Louise D. Kulamer, children's librarian, Dayton (Ohio) Public Library; Dorothy E. Larned, junior high school librarian, Public School Library, Columbus, Ohio; Ruth E. Laudahn, assistant, Public Library, Bexley, Columbus, Ohio; Alma L. Lewis, librarian, Keewatin (Minn.) High School; Mrs. Ruth E. Litch, assistant, Watertown (Mass.) Public Library; Vivian E. Lucci, branch assistant, Carnegie Library of Pittsburgh; Sara C. McComb, assistant, reference department, Carnegie Library of Pittsburgh. Mrs. Vivian J. MacDonald, librarian, Aluminum Company of America, New Kensington, Pa.; Beryl A. McNamara, assistant, Detroit (Mich.) Public Library; Elizabeth B. Mendenhall, librarian, Benjamin Franklin Jr. High School, New Castle, Pa.; Janet B. Merrill, children's librarian, Providence (R. I.) Public Library; Katherine Moorhead, children's librarian, Cleveland Public Library; Sarah Elizabeth Mott, branch assistant, Carnegie Library of Pittsburgh; Esther M. Plittman, assistant, Children's Department Office, Carnegie Library of Pittsburgh; Eleanor E. Prosser, assistant children's department, Albany (N. Y.) Public Library; P. Anna Prunte, assistant librarian, South High School and Fifth Avenue High School, Pittsburgh, Pa.; Mary Catherine Sawders, librarian, Lending Library, Joseph Horne Company, Pittsburgh; Ruth Schoenberger, branch assistant Carnegie Library of Pittsburgh; Elizabeth J. Simpson, assistant, central children's room, Carnegie Library of Pittsburgh; Eleanor L. Smith, assistant, Detroit Public Library; Edna H. Specht, children's librarian, Parmly Billings Memorial Library, Billings, Mont.; Elizabeth S. Wilson, branch assistant, East Liberty Branch, Carnegie Library of Pittsburgh; Doris P. Wood, assistant librarian, Harris County Public Library, Houston, Texas.

UNIVERSITY OF CALIFORNIA SCHOOL

Hortense Louise Berry, second-year student, School of Librarianship, University of California; Jeanette Frances Craig, Mills College Library, Mills College, California; Louise Davies, assistant, D. H. Blanchard Memorial Library, Santa Paula, Calif.; Irene Rosalia Favorite, librarian, Butterfly Circulating Library, 2934 Domingo Street, Berkeley, Calif.; Mina Harry, librarian, Lowell Junior High School Library, Oakland, Calif.; Katherine Doris McMullen, assistant, Orange County Free Library, Santa Ana, Calif.; Helen Mayden, assistant, Order Department, California State Library, Sacramento; Gertrude Alma Memmler, second-year student, School of Librarianship, University of California; Edith Regina Smith, librarian, San Leandro High School Library, Oakland, Calif.; Saima Sophie Swift, assistant, Richmond (Calif.) Public Library; Dorothy Lillian Wilcox, assistant, University of California Library.

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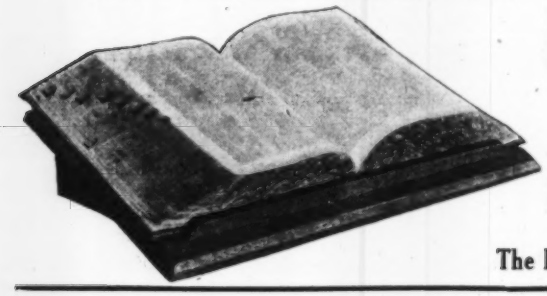

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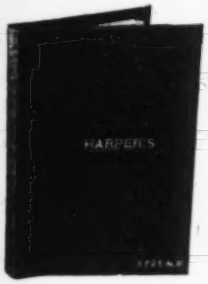

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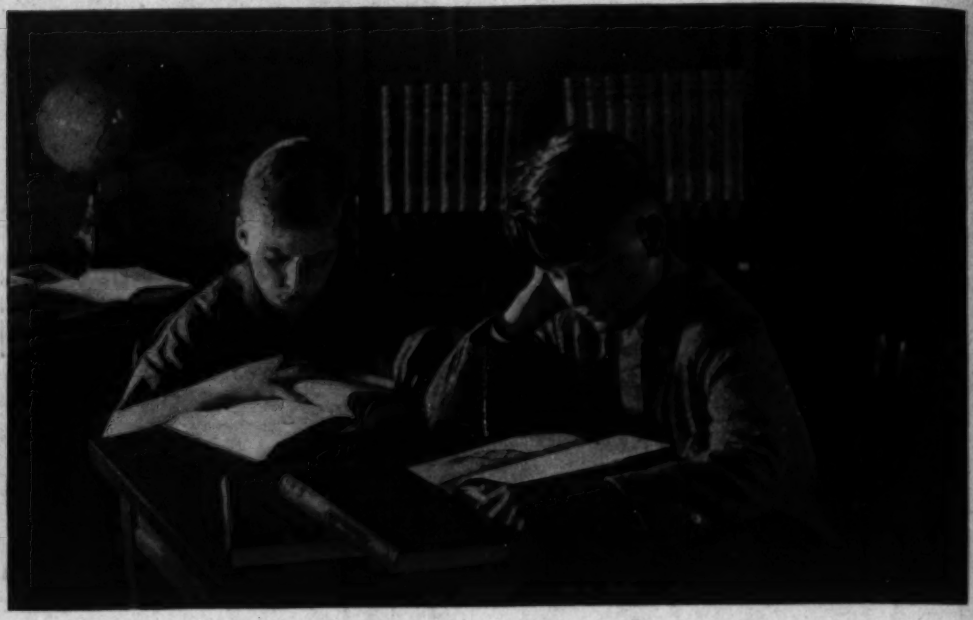

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